

AUGUSTA CIRCLE ELEMENTARY

Kate W. Bannister, Principal

School District of Greenville County

Dr. W. Burke Royster, Superintendent

2018-19 through 2022-23



SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL Augusta Circle Elementary

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2017-18 through 2022-23 (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.

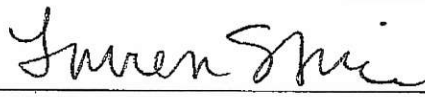
CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors		8/28/2018
PRINTED NAME	SIGNATURE	DATE

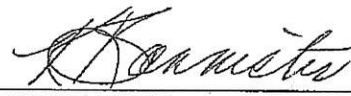
SUPERINTENDENT

Dr. W. Burke Royster		8/15/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Lauren Price		6/4/18
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Kerry Bannister		6/4/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Karen Dobson		6/4/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 100 Winyah Street, Greenville, South Carolina

School Telephone: (864) 355-1200

Principal Email Address: mmelehes@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Kerry Bannister
2. Teacher	Katelyn Barnett
3. Parent/Guardian	Alison Pitts
4. Community Member	Emily Moss
5. Paraprofessional	Susan Batson
6. School Improvement Council Member	Lauren Price
7. Read to Succeed Reading Coach	Mary Anna Pastorek
8. School Read To Succeed Literacy Leadership Team Lead	Karen Dobson
9. School Read To Succeed Literacy Leadership Team Member	Ellen Wilson

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

**** Must include the School Literacy Leadership Team for Read to Succeed**

SIC – Lauren Price

Literacy Leadership Team – Katelyn Barnett (4), Teresa Brazell (2), Leslie Deneen (K), Margaret Murphy (3), Ellen Wilson (1), Kellen Webster (5), Capitola Riley (1)

Administrative Assistant – Jennifer Holman

SC SDE Assurances

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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.
<input type="radio"/> Yes	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund

<input checked="" type="radio"/> No <input type="radio"/> N/A	full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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INTRODUCTION

Augusta Circle School Renewal Plan

Augusta Circle School Renewal Plan was developed to document the changes and progress our school has made while working to continuously improve every aspect of our school. The strategic plan provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this school renewal plan are based upon the Greenville County Strategic Planning checklist which is supplied to each school by the school district. These categories were selected because the philosophies will lead to Augusta Circle continuing to be a quality school. Within each category is a description of the intent of the category and a brief summary of where we are as a school.

The committees utilized in this school portfolio are –

- Executive Summary – Leslie Deneen (chair), Heathley Cassels, Teresa Brazell, Marilyn Gower, Eileen Conway, Gene Kearse, Stephanie Gamble, Kerry Bannister, Jennifer Holman, Karen Dobson
- School Profile – Holtie Mitchell (chair), Carroll Farmer, Martha Drake, Margaret Lanahan, Kellen Webster, Thayer Berry, Mark Kish
- Mission, Vision, and Beliefs – Candis Kraning (chair), Lauren Owens, Kirby-Annah Philpot, Jessica Morton, Lindsey Richardson, Kathryn Polley
- Data Analysis and Needs Assessment – Karen Dobson (chair), Cappy Riley, Meg Plexico, Margaret Murphy, Katelyn Barnett, Meg McKnight
- Action Plan – Kary Mitchell (chair), Ellen Wilson, Rebecca Register, Casey Snyder, Emily Sanders, Rachel Miller, Kathy Lupinek, Mary Anna Pastorek, Kerry Bannister, Jennifer Holman, Karen Dobson

This school portfolio is a living document that describes Augusta Circle and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client

demographics and needs. The strategic plan also describes how we build and utilize our overall school plan for the purpose of increasing student learning - our ultimate outcome.

All members of the staff are involved in our self-study process. School Improvement Committee members and PTA members are also involved in the process. Each teacher chooses which committee he/she wants to join. These committees change members each year. There is a chairman for each committee, and this person leads the committee in its work. Our committees are Executive Summary, School Profile, Mission, Vision, and Beliefs, Data Analysis and Needs Assessment, and Action Plan. Each committee is charged with the role of responding to the purpose of each individual section. The key chairs of our committees this year are listed on page 2 of this document. Our Leadership Team for this year has been Leslie Deneen, Ellen Wilson, Teresa Brazell, Margaret Murphy, Katelyn Barnett, Kellen Webster, Mark Kish, Kathy Lupinek, Kerry Bannister, Jennifer Holman, and Karen Dobson. Members of our SIC were involved as well. They were Sean Martin, Emily Moss, Lauren Price, Patti Rushing, Kimberly Howard, Brantley Horton, Marie Richards, Anna Barnett, and Adam Bach. Much of the narrative content came from discussions of the staff in the process of evaluating our work. During these yearly assessments, staff members are asked to contribute “evidence” of our progress, contribute comments, data, etc. - actual documents that shows the changes in our practices.

Please enjoy this comprehensive treasure 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 our future world!

The Staff of Augusta Circle

Executive Summary

Augusta Circle is a kindergarten through grade five public school built in 1923 that currently has around 560 students and 42 instructional staff members. The facilities include 25 classrooms, a multipurpose room for each grade, a gymnasium, a library, a computer lab, an art room, a music room, a science lab/challenge room, a media production room, and a speech room.

The student enrollment is made up of 9 percent African-American, 86 percent Caucasian, and 5 percent Other. 10.5 percent of the students qualify for free and reduced priced meals. Student attendance rates are at an average daily attendance of 97.6 percent. 7 percent of our current population is enrolled on special permission.

Augusta Circle's teaching staff includes 25 regular classroom teachers, one instructional coach, one media specialist, three related arts teachers, 1.5 special education teachers, one speech teacher, one occupational therapist, one counselor, six instructional aides, one computer lab teacher, one literacy specialist, one part-time math tutor, one part-time Spanish teacher, one challenge teacher, and one mental health worker. We have added several new teachers to our faculty, and the average experience of our staff is 7 years. 96% of our staff is female and 4% is male. 100% of our certified teaching staff is Caucasian. 37% of our staff has Bachelor degrees and 63% of the staff has Master degrees or more.

Our school has a principal, administrative assistant, and an instructional coach. The school leadership structure is called the Leadership Team. It is made up of the grade level chairperson from each grade level, related arts, special areas, the instructional coach, the administrative assistant, and the principal.

The climate of learning is enhanced by involved parents and local business partnerships. Parents and businesses volunteer in a multitude of capacities.

As we looked at our needs assessment and findings for student achievement, we looked at our PASS scores for each grade level for the past three years. In 2015, we administered the ACT Aspire to our students, but we did not use it for 2016. In analyzing our scores from third grade for the last five years (2010, 2011, 2012, 2013, 2014), in ELA, our students who scored Met or Exemplary increased from 80% to 87.1%. In Math, the third graders who scored Met or Exemplary increased from 77% to 85.9%. Our Science scores for third grade students who scored Met or Exemplary increased from 63% to 67.4%. Our Social Studies scores for third graders who scored Met or Exemplary fluctuated a little, but stayed around 85%, except for 2014. It was 100%. Our needs assessment indicates that we need to target Science and math for improvement in third grade. In 2017, third graders did not take the Science assessment. In 2015, we administered ACT Aspire, which only gave us a baseline for that test. In 2016, we administered SC Ready ELA, and 79% of our third graders scored met or exceeded expectation. In 2017, 86% of our third graders scored met or exceeded expectation on SC Ready ELA. For 2016 SC Ready Math, 85% of our third graders scored met or exceeded expectation. For 2017 SC Ready Math, 89% of our third graders scored met or exceeded expectation.

In following the fourth grade PASS scores for the last five years, ELA students who performed in the Met or Exemplary category changed from 88% to 89.9%. In Math, students who scored Met or Exemplary increased from 88% to 88.5%. Science students who scored Met or

Exemplary decreased from 91% to 78.5%. The fourth grade Social Studies students who scored Met or Exemplary increased from 88% to 89.9%. The fourth grade percent of students who scored Met or Exemplary in writing for 2014 was 83.3%. That was the lowest of our grades. Our needs assessment indicates that we need to target Science, Writing and ELA for improvement in fourth grade. In 2015, we administered ACT Aspire, which only gave us a baseline for that test. In 2016, we administered SC Ready ELA, and 77% of our fourth graders scored met or exceeded expectation. In 2017, our fourth graders had 80% who scored met or exceeds expectation in SC Ready ELA. For 2016 SC Ready Math, 86% of students scored met or exceeded expectation. For 2017, 84% of our fourth graders scored met or exceeds expectation on SC Ready Math. In 2016 SC PASS Science, 92.2% scored met or exemplary. For 2017 SC PASS Science, 79.7% of our fourth graders scored met or exceeds expectation. In 2016 SC PASS Social Studies, 92.8% of our fourth graders scored met or exemplary. For 2017 SC PASS Social Studies, 94.6% of our fourth graders scored met or exceeds expectation.

While looking at fifth grade PASS scores for the last five years, we found that students who scored Met or Exemplary in ELA decreased slightly from 88% to 87%. The students who scored Met or Exemplary in Math increased from 82% to 83.1%. The students who scored Met or Exemplary in Science increased from 76% to 84.6%. The percent of students who scored Met or Exemplary in Social Studies decreased from 84% to 73.7%. The percent of students who scored Met or Exemplary in writing has decreased from 92% to 87.2%. Our needs assessment indicates we need to target writing, ELA, and Social Studies for improvement in fifth grade. We are proud of the increases in the percent of students scoring Met or Exemplary in Science. In 2015, we administered ACT Aspire, which only gave us a baseline for that test. For 2016 SC Ready ELA, 75% of our students scored met or exceeds expectation. For 2017 SC Ready ELA, 74% of our fifth graders scored met or exceeds expectation. For 2016 SC Ready Math, 69% of students scored met or exceeds expectation. For 2017 SC Ready Math, 69% of our fifth graders scored met or exceeds expectation. For 2016 SC PASS Science, 86.7% of our fifth graders scored met or exemplary. For 2017 SC PASS Science, 80.5% of our fifth graders scored met or exceeds expectation. For 2016 SC PASS Social Studies, 88% of students scored met or exemplary. For 2017 SC PASS Social Studies, 87% of our fifth graders scored met or exceeds expectation. In looking at the whole school, we are targeting ELA, Writing, and Math for improvement, and we listed our needs assessment for student achievement:

Student Achievement Needs Assessment Based on Analysis

- Continue to implement goal setting strategies in our classrooms with students and parents
- Collect authentic assessment data from MAP testing, Mastery Connect, and common assessments in order to guide differentiated instruction
- Continue to contact parents about their child's positive accomplishments through phone calls, emails and personal notes
- Continue spiraling from one grade to the next to build on the previous year's experiences, with additional communication needed between teachers
- Continue to ensure safety of students, faculty and staff with nametags, visitor sign-in, front door cameras, and security codes on all outside doors
- Continue using a Reading Intervention teacher to assist with specific needs of kindergarten and first grade students based on tests results

- Continue to use our various technology devices for classrooms
- Implement the State Standards
- Provide enrichment activities with Virtual Field Trips throughout the world
- Implement the Balanced Literacy model as our language arts delivery system

In 2016, we used SC Ready and SC PASS as our assessments for grades 3-5. In 2015, we used ACT Aspire as our test. From 2009 until 2014, we used the PASS testing in the spring. Prior to 2009, we used PACT testing.

We have won ten state Palmetto Gold awards because of our PASS achievement and improvement scores. We also won our eighth Attendance Blitz Award for having the Overall Highest Daily Attendance of any school in the district. Our music teacher had a grant to have a renowned percussionist come for an Artist-in-Residence.

In studying our teacher and administrator quality assessment, we found that all our teachers and administrators have maintained a level of Proficient in Performance Assessment. We strive to hire only the best candidates for positions at our school, and teachers are supported by administration. Our teacher retention rate was 93% in 2017, 92.9% in 2016, 88.1% in 2015, and 88.2% in 2014. Our teacher attendance rate was 93.5% in 2017, 94.1% in 2016, 94.9% in 2015, and 94.6% in 2014. 59.4% of our teachers had advanced degrees in 2017 and 2016, 57% of our teachers had advanced degrees in 2015, and 64.5% of our teachers had advanced degrees in 2014. We had 81.3% of our teachers with continuing contracts in 2017, 78.1% of our teachers with continuing contracts in 2016, 87.1 % of our teachers with continuing contracts in 2015, and 74.2% of our teachers with continuing contracts in 2014. All of our teachers are proficient in technology.

Our professional development is designed and correlated to reflect student and teacher needs in our building. We have workshops which deal with strategies, curriculum, district requirements, and technology.

In evaluating our school climate, we studied the results of our surveys. Teachers, students, and parents were very complimentary of our school. The questions asked about satisfaction concerning learning environment, social and physical environment, and school-home relations. In 2017, teachers were satisfied in all three areas. In 2016, teachers were satisfied in all three areas with 97.2% satisfied. In 2015 and 2014, teachers were satisfied in all three areas by 100%. In 2017, students were 94.8% were satisfied with learning environment, 96% were satisfied with social and physical environment, and 93.4% were satisfied with school-home environment. In 2016, students were 93.2% satisfied with learning environment, 90.1% satisfied with social and physical environment, and 90.2% satisfied with school-home relations. In 2015, students were 99% satisfied with learning environment, 100% were satisfied with social and physical environment, and 100% were satisfied with school-home relations. In 2014, students were 88.5% satisfied with learning environment, 91.3% satisfied with social and physical environment, and 91.5% satisfied with school-home relations. In 2017, parents were 93.1% satisfied with learning environment, 95.4% satisfied with social and physical environment, and 83.7% satisfied with school-home relations. In 2016, parents were 95.5% satisfied with learning environment, 98.4% satisfied with social and physical environment, and 87.9% satisfied with school-home relations.

In 2015, parents were 93% satisfied with learning environment, 95% satisfied with social and physical environment, and 79% satisfied with school-home relations. In 2014, parents were 93.1% satisfied with learning environment, 93.3% satisfied with social and physical environment, and 93.1% satisfied with school-home relations. We were pleased with these results, although there is always room for improvement.

For the past three years, we have been challenged with closing the gap between our non-FARM students and our FARM students. This gap has consistently been a problem for us as we implement various strategies to help scaffold these students so that our gap narrows. We have made some progress targeting these students for extra attention in the classroom and using parent readers with these students. We also have a literacy specialist who works with at-risk students in grades K and 1 in reading. We have a math tutor who works with at-risk math students in grades 2 and 3. We have a volunteer who works with at-risk students in grades 2, 3, and 4 for reading.

Augusta Circle has had several accomplishments in the last few years. We have won ten state Palmetto Gold awards because of our PASS achievement and improvement scores. We also won our eighth Attendance Blitz Award for having the Overall Highest Daily Attendance of any school in the district. Our music teacher had a grant to have a renowned percussionist come for an Artist-in-Residence. We have formed our Leadership Structure which has worked very well for us. We have established a School-Wide Discipline Plan for transitions, lunch, and recess, which has made a positive impact. We have been careful to align our professional development with our goal areas. We were awarded a Safe Routes to School State Grant which allowed us to install sidewalks along the streets adjacent to our school. We are proud of these acknowledgements at Augusta Circle.

SCHOOL PROFILE

School Community

Augusta Circle is a kindergarten through grade five public school built in 1923. Our principal is Kerry Bannister. Jennifer Holman serves as our administrative assistant. Currently around 568 students are enrolled, and there are 43 staff members. It is one of 52 elementary schools in The School District of Greenville County. Augusta Circle is located in Greenville, South Carolina.

The facilities at Augusta Circle consist of 25 classroom, a multipurpose room for each grade, a gymnasium, a library, a computer lab, an art room, a music room, a science lab/challenge room, a media production room, a speech room, a mental health room, and a resource room.

Our School Community includes many factions. In addition to our staff, parents, and students, we have our local mayor, Knox White, City Council, County Council, School Board (Crystal Ball O'Conner, chair), and local businesses. We have a very active and supportive PTA, and our SIC serves as a think tank to improve our school. We have celebrated our 95th year in 2018.

Augusta Circle School Personnel Data

The staff at Augusta Circle includes: 25 regular classroom teachers, one instructional coach, 1.5 special education teachers, one media specialist, one physical education teacher, one art teacher, one music teacher, one counselor, a challenge teacher, a part-time computer lab teacher, one speech teacher, one library clerk, one part-time math tutor, and six instructional aides. We have a new third grade teacher and a new fourth grade teacher this year. The average number of years the teachers have taught, by grade level, is shown below:

Grade Level	1-3	4-5	6-8	9-10	11-15	16-20	21-25	26+
K					12			
1					12.5			
2				9.5				
3					14			
4				10				
5			7.5					
Special Education					11.5			

Augusta Circle has 63% of our classroom teachers who have a master's degree or higher. 37% of our teachers have a bachelor's degree. Females make up 96% of our staff. We have 4% males on our faculty. We have a teacher attendance rate of 93.5%.

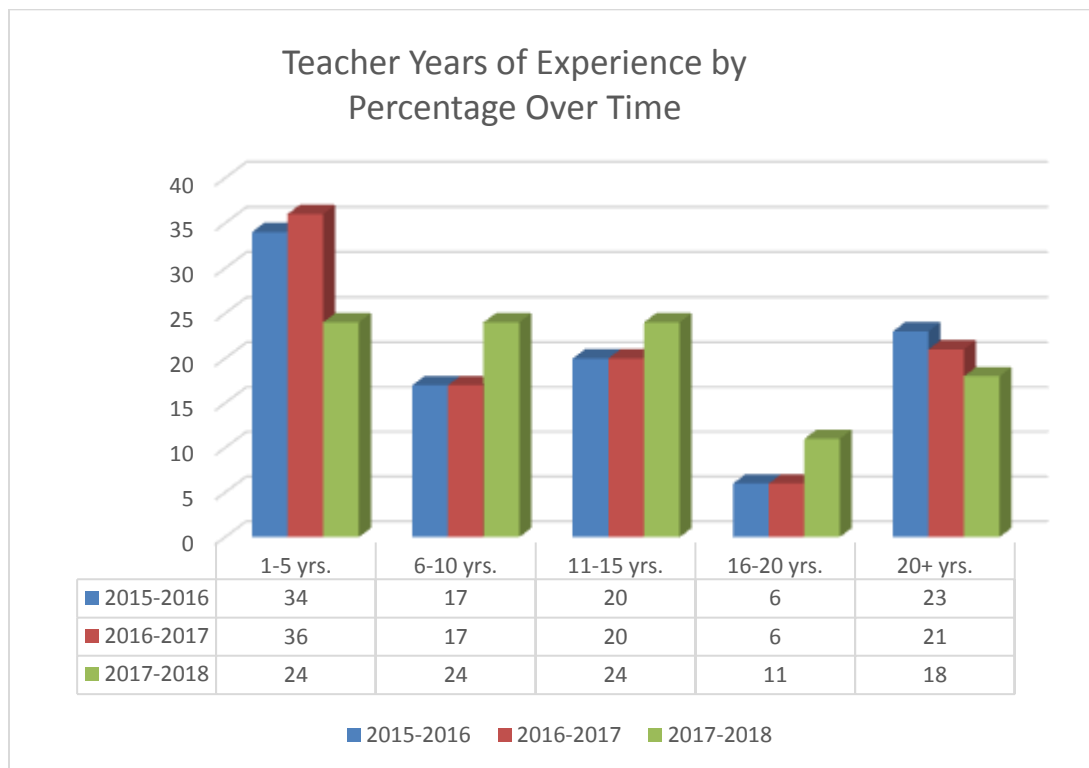
Additional personnel include the school principal, administrative assistant, instructional coach, counselor, literacy specialist, math tutor, mental health worker, school nurse, secretary, attendance clerk, custodians, and food services workers. Bus drivers and utility workers also provide services to students.

Other support personnel available to assist in meeting the needs of Augusta Circle students include the district psychologist, an occupational therapist, and a network computer engineer. Our student/teacher ratio is 21 to 1.

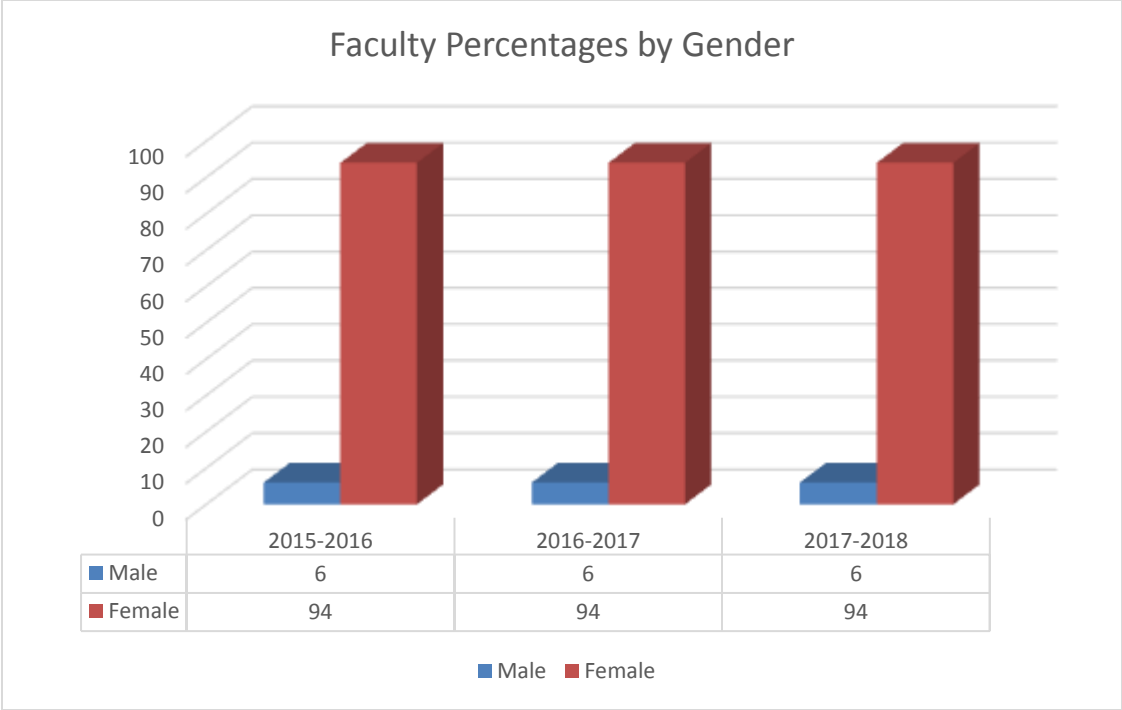
The average experience of our teaching staff at Augusta Circle is 13 years. We added two new classroom teachers for the 2015-2016 school year, and we added two new classroom teachers for the 2016-17 and 2017-2018 school years.

For 2017-2018, we have 24% of teachers with 1-5 years of experience, 24% with 6-10 years of experience, 24% with 11-15 years of experience, 11% with 16-20 years of experience, and 18% with 20+ years of experience. For 2016-2017, we have 36% of teachers with 1-5 years of

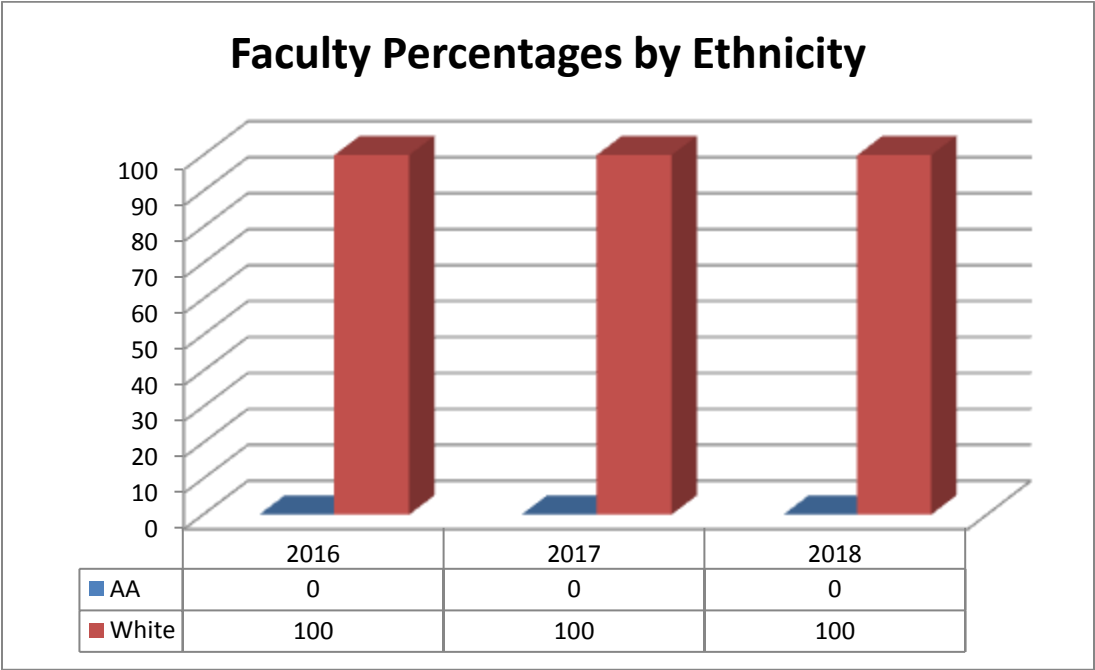
experience, 17% with 6-10 years of experience, 20% with 11-15 years of experience, 6% with 16-20 years of experience, and 21% with 20+ years of experience. For 2015-2016, we have 34% of teachers with 1-5 years of experience, 17% of teachers with 6-10 years of experience, 20% of teachers with 11-15 years of experience, 6% of teachers with 16-20 years of experience, and 23% of teachers with 20+ years of experience. For 2014-2015, we had 19% of teachers with 1-5 years of experience, 28% of teachers with 6-10 years of experience, 17% of teachers with 11-15 years of experience, 14% of teachers with 16-20 years of experience, and 22% of teachers with 21+ experience. Our staff is getting younger.



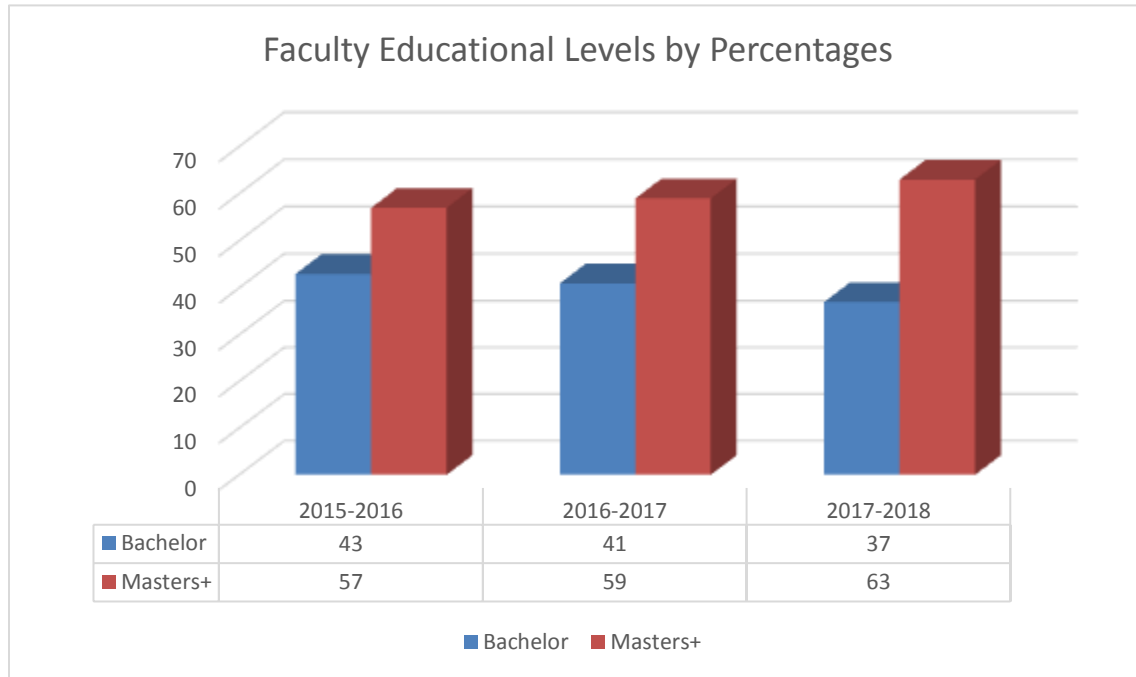
Our faculty percentages by gender have remained the same for the last 3 years.



Our faculty ethnicity has not changed in the last three years.



The percentage of teachers with a Bachelor degree has fluctuated in the last few years with our addition of some new teachers.



Our staff attendance remains stable. In 2017, our teacher attendance was 93.5%. In 2016, our teacher attendance was 94.1%. In 2015, our attendance was 94.9%. In 2014, it was 94.9%.

Student Population Data

Augusta Circle's current enrollment configuration by grade level is as follows:

Grade K - 90

Grade 1 - 105

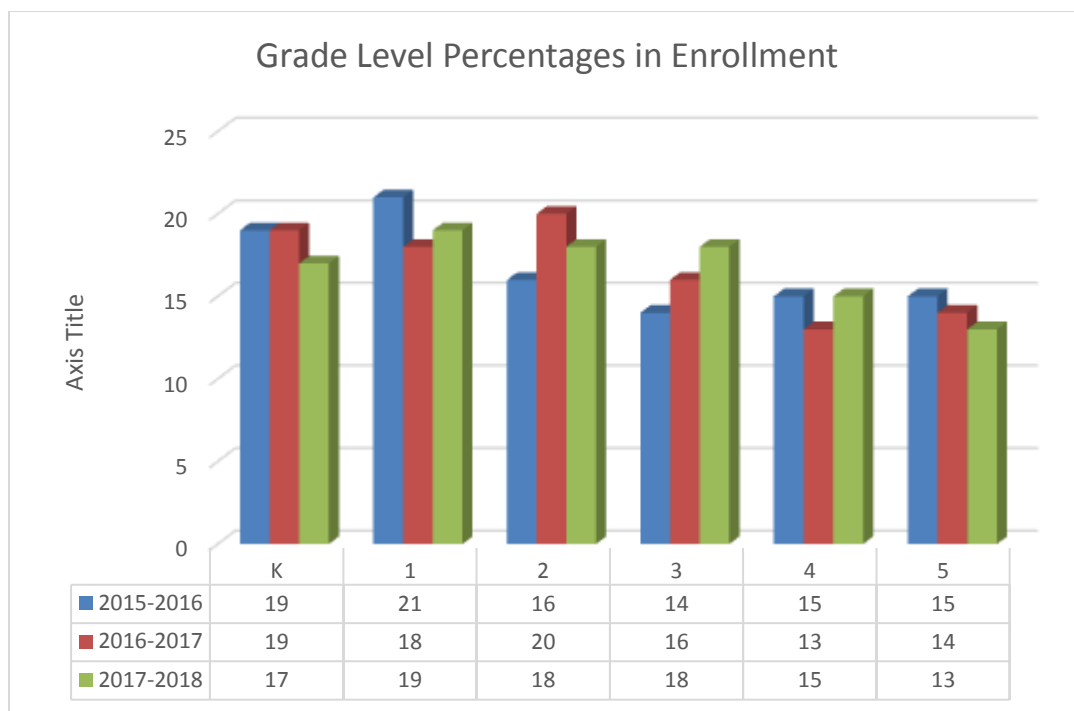
Grade 2 - 99

Grade 3 - 100

Grade 4 - 80

Grade 5 - 69

We have 9% African-American, 86% Caucasian, and 5% other. 11% of our students are free or reduced meals. Student attendance is at 97.4%. We have 139 students in our gifted and talented program. We have 9% of our students with IEPs.



11 percent of the students qualify for free and reduced priced meals. The student population is comprised of students with one home language. Augusta Circle has several funded programs which focus on helping “at risk” students and the special needs of all students. Augusta Circle also has a gifted and talented program for identified students. Our Challenge teacher sees about 139 students in grades 3, 4, and 5. Very rarely do we retain students, however, with the new Read to Success regulations, we will be addressing it more.

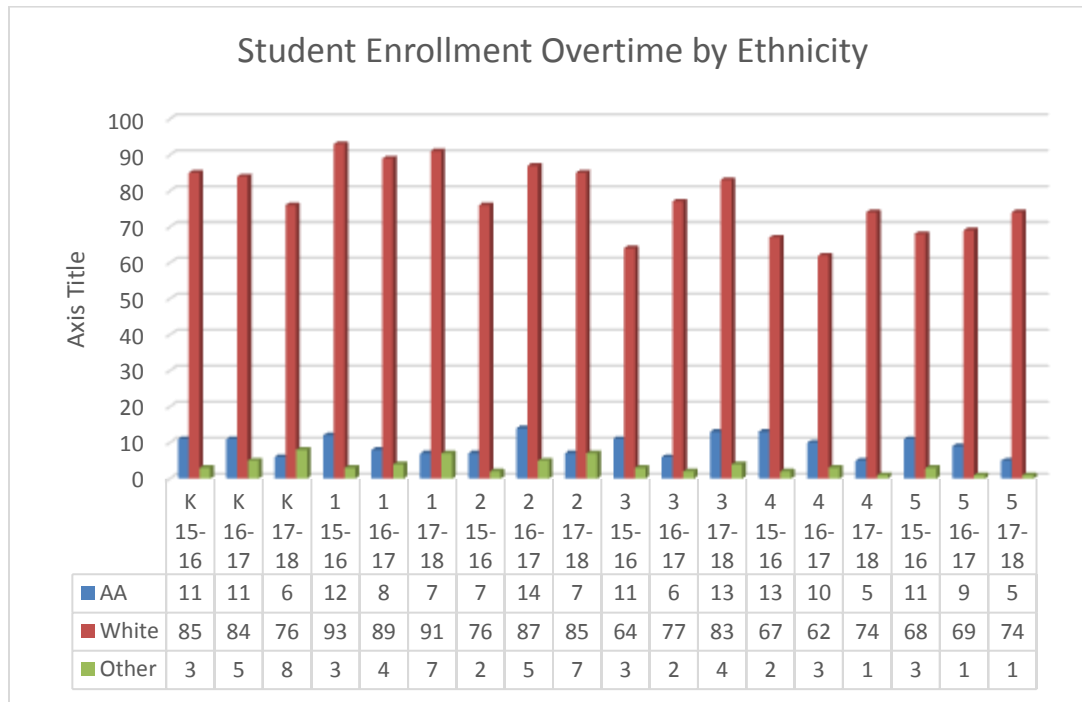
Attendance and Mobility

Student attendance rates at Augusta Circle have remained steady over the past few years. In 2017, our student attendance rate was 97.4%. In 2016, our student attendance rate was 97.6%. In 2015, Augusta Circle had an average daily attendance of 97.6 %. Enrollment numbers increase/decrease approximately .05 percent annually. The mobility rate is currently at about 4 percent. The previous year it was approximately 2 percent.

Of Augusta Circle’s 560 student population, 9 percent of our current population is enrolled on special permission. This has stayed relatively stable in the last few years.

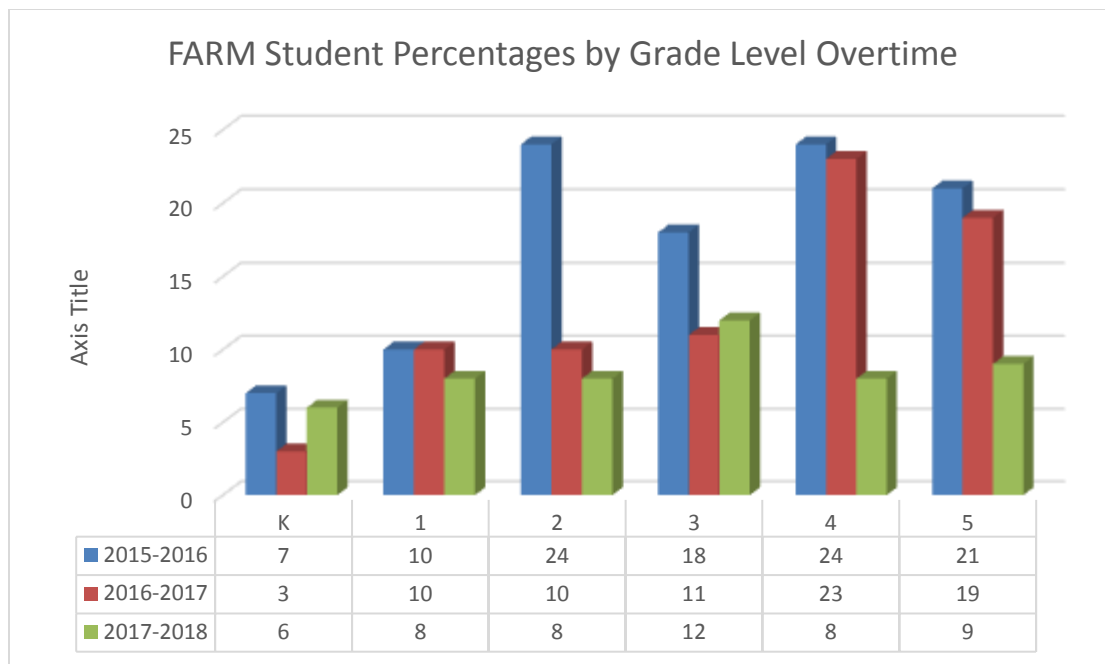
Student Demographics

For the last three years, grades 1, 4, and 5 have had a decrease in the number of African Americans. The Asian and Hispanic populations are very minimal. Our population remains a stable one.



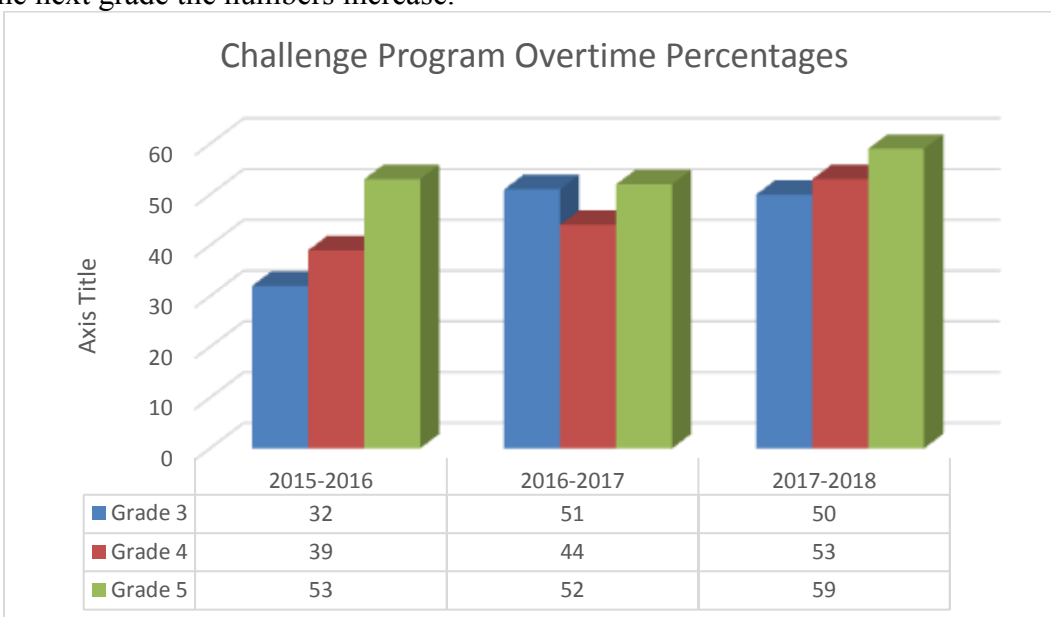
FARM students

In the last three years, our FARM population has fluctuated some from grade to grade. Some grades increased and some grades decreased.



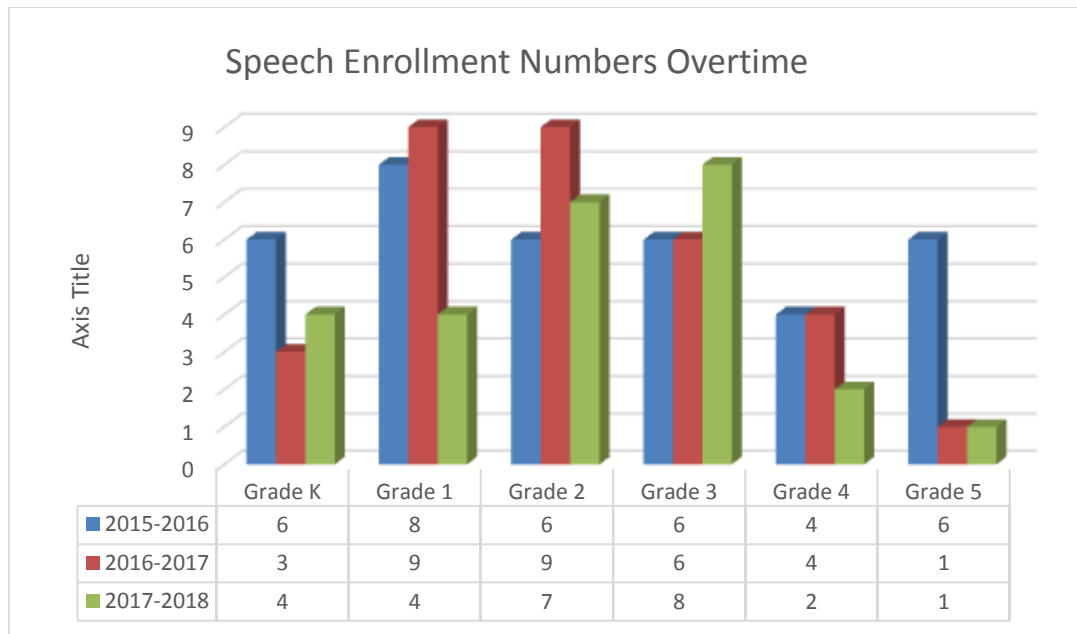
Challenge Enrollment

Grade 3 has fluctuated between 32 and 51 percent. Grade 4 has remained between 39-53 percent. Grade 5 has stayed between 52 and 59 percent. It appears that as each grade moves to the next grade the numbers increase.



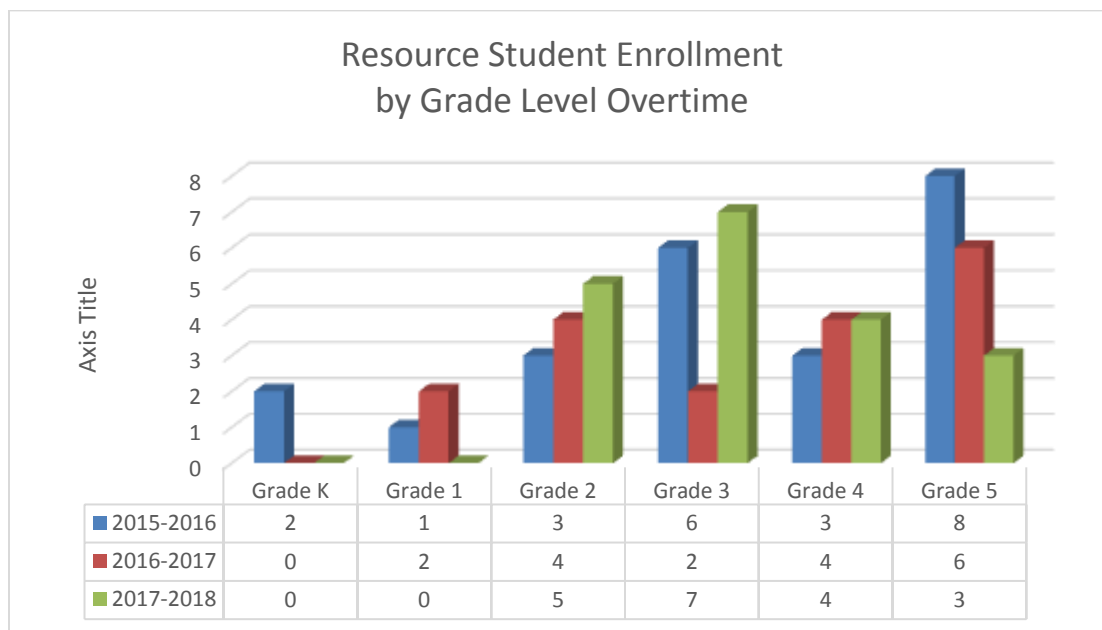
Speech Services

The number of students in this program has fluctuated from 26 to 46 in the last three years. Students from kindergarten to fifth grade are served in Speech Services.



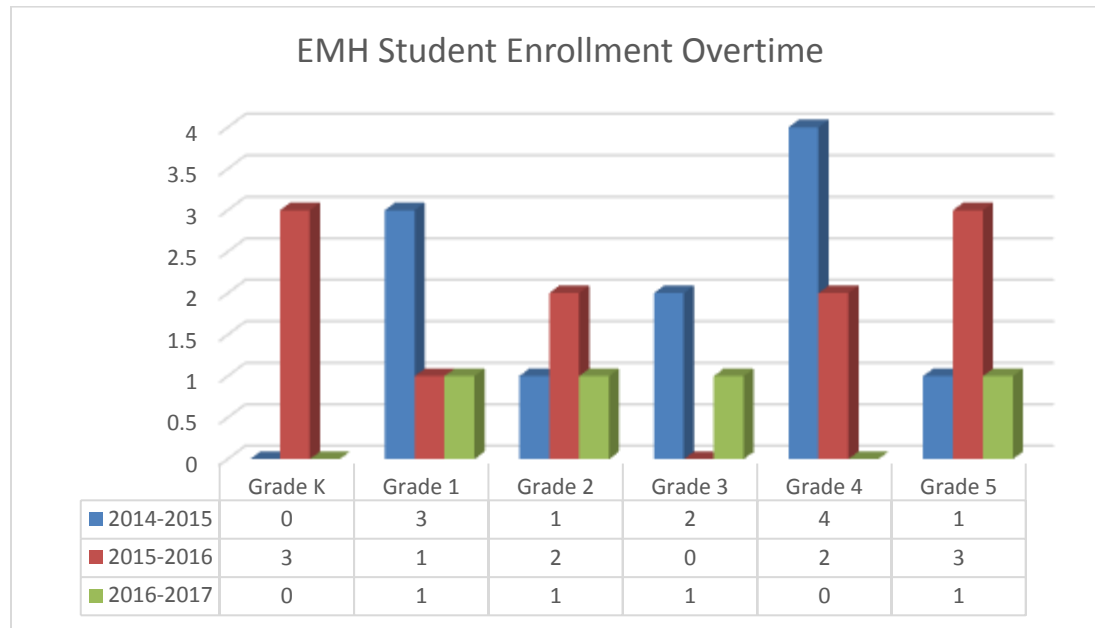
Resource Services

Our one resource teacher had 20 students in 2014-2015. In 2015-2016, we got 1.5 resource teachers. They had 23 students. For 2016-17, there were about 20 students. In 2017-18, there are 19 students.



EMH Services

For the last two years, our number for EMH students has been 11. We had two classes. For 2016-2017, we had one ED class which has four students. In 2017-18, we no longer have an EMH class.



Student attendance rates at Augusta Circle have remained steady over the past few years. In 2015 and 2016, Augusta Circle had an average daily attendance of 97.6 %. In 2017, our student attendance rate was 97.4. Enrollment numbers increase/decrease approximately .05 percent annually. The mobility rate is currently at about 4 percent. The previous year it was approximately 2 percent.

Major Academic and Behavioral Features/Programs/Initiatives

Augusta Circle has several major academic and behavioral features which enhance our effectiveness as a school.

Balanced Literacy and Writing Across the Curriculum

The Language Arts delivery system at Augusta Circle is the extensively research-based approach called Balanced Literacy. The small group Guided Reading, Self-Selected Reading,

Writing, and Working with Words represent four different approaches to teaching children to read. Daily instruction in all parts provides numerous, varied, and differentiated opportunities for all children to learn to read and write. Special emphasis is put upon writing across the curriculum. The Balanced Literacy approach acknowledges that children do not learn in the same way and provides substantial instruction to support various learning styles. Balanced Literacy is a multilevel approach. It utilizes a variety of formats that provide additional support to struggling students and additional challenges for children who catch on quickly. It is differentiated instruction in its truest form.

Teacher Modeling

Teachers model how to do a task, and then the students are able to copy the model. Modeling often involves thinking aloud or talking about how to work through a task.

Differentiated Instruction

The faculty at Augusta Circle acknowledges that not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. The intent of differentiated instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

Peer Tutoring

Peer tutoring is an approach in which one child instructs another child in learning the presented material. Based on research, there are three commonly cited benefits of peer tutoring: the learning of academic skills, the development of social behaviors and classroom discipline, and the enhancement of peer relations.

Research gathering tool

All students in grades two through five are required to complete at least one research project during the school year. Research projects are standards-based with a combination of higher-level thinking skills and technology.

Accelerated Reader

Accelerated Reader is an independent reading incentive program produced by Renaissance Learning, Inc. Students choose books at their appropriate reading levels and read them at their own pace. The library offers 100,000 different titles from which students can choose. Students in grades one to five go to the computer and take a multiple-choice quiz on the book. Books are assigned points based on length and difficulty. Accelerated Reader is based on research which indicates that students of all backgrounds and ability levels become better readers.

In-school Field Trips

Field trips are an enhancement to the curriculum. They provide valuable learning experiences that can assist students to gain a better understanding of concepts developed in the classroom. They provide students with the opportunity to observe and experience

things first-hand in real situations. Field trips are also correlated to district and state standards. We have participated in virtual field trips through video-conferencing as well.

BUG (Bringing Up Grades) Club

The Bug Club is a program which encourages students to bring up and maintain good grades in school. Students are recognized by the principal for their effort. Students receive ribbons, letters of commendation, and television coverage on the school's morning show.

Cultural Arts Day

On this special day, students celebrate cultural diversity by participating in various cultural arts activities such as art, music and dance from different countries. Last year, India was our focus.

Larson's Math Program

The Larson's Math Program is a supplemental comprehensive computerized math program that tackles a multitude of topics: addition, subtraction, multiplication, division, geometry, fractions, understanding time, money, and measurement, and working with pictographs. Five levels of proficiency exist for each of the topics. Students begin each topic as a "rookie," and, after viewing the instructional training film and accurately completing practice problems at each level, leap ahead to "explorer," "ranger," "commander," and finally "master." Sequential movement through the levels is required, so even advanced students must begin with the basics and work their way through to more difficult levels. The program ensures that students master and apply math skills, become comfortable with a variety of problem presentations, and learn how the mathematical skills they are developing relate to real-life situations. All content is customizable and correlated to state math standards.

RTI

We have a literacy specialist who works in reading with at-risk students in our kindergarten and first grade classes. We have a volunteer who works with students in grades 2, 3, 4, and 5.

Math Tutor

We have a part-time math tutor for at-risk math students in grades two and three.

Behavioral Models

At Augusta Circle Elementary School, several school wide behavioral systems are in place and adhered to by staff members and students.

Hallway Behavior

Students in every grade are expected to walk on the second square away from the wall when in the hallway. Students are not allowed to talk in hall or touch the walls. All teachers and students are aware of this policy. Inappropriate behaviors in the hallway have been significantly reduced since this policy was implemented.

Lunchroom Behavior

All students in every grade are not allowed to eat until all students are seated at the table. Students are not allowed to talk during the first ten minutes of lunch. Once the teacher signals that it is okay to talk, students are allowed to whisper for the remainder of lunch time.

Playground Behavior

The school-wide behavioral model for the playground states that students may only play games that involve catch and pass. There are no contact sports. Students may only go down slides, not up. Students must swing straight in the swings and may not be in close proximity to moving swings. These rules are taught to students in every classroom and enforced by all teachers.

Counseling and Other Student Support Services

Students at Augusta Circle receive a high level of support services from an outstanding staff. We also have a Guidance Counselor who is available to meet with students to discuss their various needs.

After-School Program

Augusta Circle provides an after-school program that services many of the students attending the school from grades K-5. The After School Program provides many enrichment activities such as snack time, homework time, indoor and outdoor activities.

Professional Learning Communities

Every grade level meets a minimum of once a week to share expertise and work collaboratively to improve teaching skills and the academic performance of students.

Vertical Teams

Augusta Circle has vertical teams for ELA, math, and science. Teachers serve on one of the teams. We meet regularly to share strategies and methods across grade levels.

Mission, Vision, and Beliefs

To determine the mission, vision, and beliefs of Augusta Circle, we relied on a collaboration of information from the critical elements of our educational system: teachers, administrators, support staff, parents, and community members.

We administer the State Department parent, student, and teacher surveys annually in the spring, as reflected on our annual Report Card. Staff groups compare these results to ensure that our mission, vision, and beliefs represent not only the needs of our community but the School

District of Greenville County as well. Our mission, vision, and beliefs statements are identified and defined clearly. They are communicated through the school website.

Beliefs

Our beliefs are present in the daily practices at Augusta Circle. We believe ...

- That all students are the center of the educational process
- That all students can learn, at different rates, when provided with a variety of instructional approaches that appeal to their learning style
- That all students should have equal access to educational opportunities
- That all students have the responsibility to be active learners
- That all students have teachers, support staff, and a principal who are competent and who value their many needs
- That all students learn best in a safe, orderly, and inviting environment
- That curriculum and instruction meet the needs of all students
- That the educational experience should enable students to learn to communicate effectively, solve problems competently, act responsibly, think critically and creatively
- That education is the shared responsibility of the home, school and community
- That parent involvement and volunteer services support and enhance the teaching and learning process



Students use technology on the Promethean Board to do Math.

Vision

As we implement our vision at Augusta Circle, all students will be proficient in all learning standards. The students, faculty, and community will work together so that each student is prepared to face challenges of everyday life. Students will be learning context and content in meaningful ways through hands-on and real world experiences. Teachers will reach out to meet the diverse needs of students through a variety of best practice methods. Partnerships with parents, businesses, and the community will play a major role in student learning. All students will be encouraged to do their best, and they will understand that teachers have high expectations. Teachers will work together, will communicate often about student learning, and will implement a continuum of learning that makes sense for all students.

Mission

The mission of Augusta Circle Elementary School describes our purpose and direction. Our mission is to provide a quality educational environment, in cooperation with the home and the

community, which fosters learning and prepares students for participation in our democratic and multicultural society.



Augusta Circle keeps up with current events at the school with the WACE Morning News Show.



Students do research in the laptop computer lab.

DATA ANALYSIS AND NEEDS ASSESSMENT

STUDENT ACHIEVEMENT NEEDS ASSESSMENT

Expectations

Based on ESEA and the State Report Card, Augusta Circle continues to make steady improvements. Local, state, and national expectations are high for student learning. These expectations are displayed in the following areas...

Curriculum

- Implement state standards into daily academic lessons
- Use district and state adopted materials and align them to district and state standards
- Instruct using research based practices
- Use project-based activities
- Use STEM strategies
- Incorporate technology into daily lessons

Instruction

- Use Balanced Literacy language arts delivery model
- Use district Science kits that are aligned to state standards
- Implement writing across the curriculum
- Use technology across the curriculum
- Use graphic organizers to organize thought processes
- Use Larson's Math program with some grades 1-5
- Use Promethean Board Flip Charts for academic areas
- Use various Quality Tools strategies
- Use 1-1 chrome books for all third, fourth, and fifth grade students
- Use iPad minis in all kindergarten, first, and second grade classes

Assessments

- Accelerated Reader Reports
- Student portfolios
- Student work graded with rubrics
- Running Record Assessments
- District writing prompts (school-wide)

- Evaluations using teacher-made tests, publishing company-produced tests, and standardized tests
- Common Assessments
- Formative Assessments
- Summative Assessments
- Mastery Connect Benchmarks (grades 2-5)

Environment

- Change bulletin boards monthly-displaying student work
- Have computer lab available to all students at least once a week
- Display Word Walls in classrooms or in student notebooks
- Provide enrichment by school-wide performances
- Provide opportunities for field trips that enrich the curriculum
- Utilize PTA and community volunteers to address needs of individual students
- Encourage community involvement...
 - Annual "Circus"
 - Grandparents and Special Friends Luncheon
 - Fund Raisers (Raise Craze)
 - Donations of school supplies and weekend food bags for FARM students
 - Attendance and Honor Roll certificates
 - Community Service Projects (sock/mitten Tree, Canned Food Drives, recycle drives, book drives)
 - Family Fun Night (once each fall)
 - All Arts Night
 - Veterans Day Luncheon
 - Family Reading Night
 - Book Fair
 - Leprechaun Leap Run
 - Walk and Wheel Days
- Writing selections in classrooms
- Author's Chair in the classrooms
- Promethean Boards for teacher and student use in classrooms
- Writer's Gallery in the front hallway

Strategies to Increase Student Learning

Teachers at Augusta Circle keep abreast of the best practices of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered at the school level, at the district level, and through nearby universities, as well as attending conferences. We are actively involved in assuring student-centered learning. We recognize that all students learn in different ways. Teachers are encouraged to try a variety of instructional strategies to differentiate learning and to address the different learning styles of their students. 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. We also work across grade levels (Vertical Teams) 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 everyone is clear on what students need to know and be able to do.

Student Achievement Data

The district has implemented a computer system, Enrich, which simplifies the process of retrieving data. With this system we can take information and transfer it to the Excel program for production. This displays the results by a chosen grade and/or subject. Teachers record grades and complete progress reports in their own classrooms with the implementation of the PowerSchool program. There is also a new system called the Early Warning Response System which gives information on student profile, attendance, behavior, test data, and grades. This system is used to alert us of students who are at-risk of not graduating. We implement intervention strategies for these students.

Student Support Systems

Recognizing that some students need additional support beyond their classroom, Augusta Circle has the following services available:

- When a teacher believes a student may need additional help or support services, the student is referred to the Assistance Team. Working together, the team develops strategies, resources, and interventions in hopes that the student will then be successful in class. If the strategies and interventions do not show results, the student is then evaluated by a psychologist to determine if the child has a learning disability.
- We have one and a half resource teachers who collaborate with regular classroom teachers on a daily basis to support the needs of students who have a learning disability or other health impairment. Some students work in an inclusion setting. Some students are pulled out of the regular classroom to work on specific objectives in a small group setting. Each student has an IEP (Individual Education Plan).
- We also have a part-time speech therapist to work with identified students in a small group setting on language and vocabulary development.
- An Occupational Therapist works with students who are identified with that need.
- RTI reading program is used with Kindergarten and first grade at-risk students.
- Math intervention is used with second and third graders who are at-risk.

Student Behavior

Historically, Augusta Circle has been a school where student behavior has not been a dominant issue. This is because there are high expectations on student behavior. However, we have had an increase in referrals. We now need to address this issue.

Attendance is good at Augusta Circle. We are proud to have such high attendance rates. In 2013-2014, our student attendance rate was 97.9%. For 2014-2015, our student attendance

was 97.6%. For 2015-2016, our student attendance was 97.6%. For 2016-2017, our student attendance was 97.4%.

According to the results of our State Department Report Card surveys; students, parents, and teachers feel that Augusta Circle is safe and orderly.

Summary of Progress for 2017-2018

At Augusta Circle, we share a common vision. Our work has been to implement this vision throughout the school and in every classroom. We have focused on goal setting strategies with students and parents. Vertical planning is provided each year to address specific needs. Professional Development sessions were held to enable teachers to identify learning needs, styles and strategies to use to combat these challenges in their classrooms. Procedures for the halls, playground, and lunchroom are the same for all classes. We have accomplished a lot but still feel the need to improve. In order to do this, we have established a needs assessment for 2018-2019.

Student Achievement Needs Assessment Based on Analysis

- Continue to implement best practices strategies in our classrooms with students and parents
- Collect authentic assessment data from MAP testing, Mastery Connect and common assessments in order to guide differentiated instruction
- Continue to contact parents about their child's positive accomplishments through phone calls, email and personal notes
- Continue spiraling from one grade to the next to build on the previous year's experiences, with additional communication needed between teachers
- Continue to ensure safety of students, faculty and staff with nametags, visitor sign-in, front door cameras, and security codes on all outside doors – we have a “single entrance” set up
- Continue using a Literacy Specialist to assist with specific needs of kindergarten and first grade students based on tests results
- Continue to implement strategies from the Langford Quality Learning
- Continue to maintain and use our technology devices for classrooms
- Implement the South Carolina State Standards
- Provide enrichment activities with Virtual Field Trips throughout the world
- Continue to implement the Fountas & Pinnell Balanced Literacy model as our language arts delivery system
- Use Mastery Connect for benchmarks and to make assessments and use the data from Mastery Connect to help drive instruction

Student Achievement Data

State Measures: In the spring of 2009, the state of South Carolina implemented a criterion-referenced test, The Palmetto Assessment of State Standards (PASS), which is administered to all students in grades 3, 4, and 5. The percentage of our students meeting the state standards has been above the district's and state's percentages in Reading and Mathematics. The faculty feels that specific attention to district and state standards within the curriculum has positively affected these scores. In 2015, we used the ACT Aspire tests with our students in grades 3, 4, and 5. We also used PASS with grades 4 and 5 in science and social studies. Starting in 2016, the state started using SC Ready for grades three, four, and five for reading and math. SCPASS has used with fourth and fifth graders in science and social studies.

District and National Measures: Since the 2003-2004 school year, our district has administered the Iowa Test of Basic Skills (ITBS), a norm-referenced test, and the CogAT to all second graders in the fall. Grades 2-5 also participate in MAP testing in the fall and spring. They take math and reading. This year, grades 2 and 5 only took the winter window of MAP.

The district also administers several benchmarks to plot growth during the year, including Running Records and Writing Prompts, in grades kindergarten through five. We have started using Mastery Connect as benchmark assessments for grades 2-5. The staff and administration meet monthly in Data Teams to analyze common assessment data in order to identify strengths and weaknesses. This process takes place at the school level, grade level, and individual teacher level. An educational plan is established which contains goals and strategies for improvement in instruction.

School Measures: In addition to the formal measures of assessment, Augusta Circle continues to use informal assessments to regularly evaluate student progress. Teachers use formative and summative assessments in their classrooms. Teacher-developed common assessments, as well as those developed by publishing companies and Mastery Connect, are used in all areas of the curriculum. These assessments help to evaluate student growth and progress. All results are analyzed to identify strengths and weaknesses of individual students in our Data Team meetings. This information is used as a basis for instructional decisions. Starting in 2017-18, we now use Mastery Connect for benchmarking in English and math. Fourth grade does science, and fifth grade does social studies.

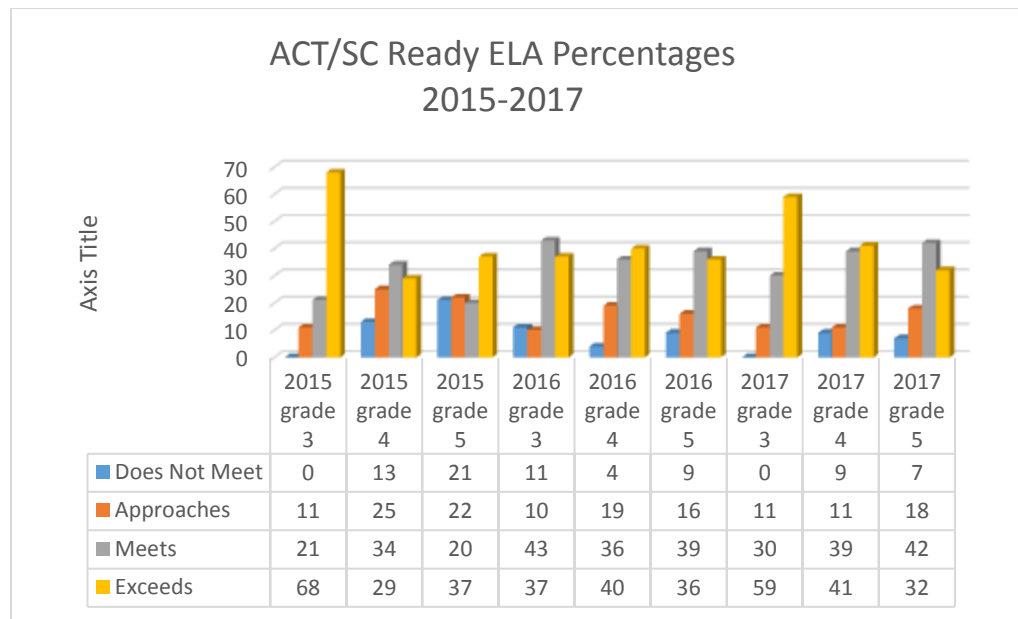
Every year, as required by Act 135, our school distributes the Annual Summary Report to the community of stakeholders in our school. The School Improvement Committee contributes significantly in the formation of this report. Test scores, school goals, and accomplishments are included in this report.

Gaps and Root Causes:

- When we looked at our available data and test scores for this year, there were no surprises about our gaps in student achievement. Students who did not qualify for Free or Reduced Lunch outperformed those students who did qualify. At Augusta Circle, minority students make up the clear majority of FARM students. These students show a continued pattern of lower achievement in language arts, math, science, and social studies. Our minority students and our FARM students continue to show significantly lower test scores at all three grade levels in both reading and math. In general, black males have the lowest test scores of all subgroups. After much study and discussion, the staff concluded that this lower pattern of achievement continues to be influenced by several factors:
- Many students come from homes where the main care giver has a lower level of education.
- Many students enter kindergarten with very limited literacy skills.
- Many students have special needs and do not respond as well to the traditional instructional methods and classroom setting.
- In many cases, students come from families which must deal with survival issues and have little time to devote to their children's educational needs.
- The poor economy and jobless rate has increased stresses in lower income homes. Now that the economy is improving, hopefully these families can find and keep jobs.

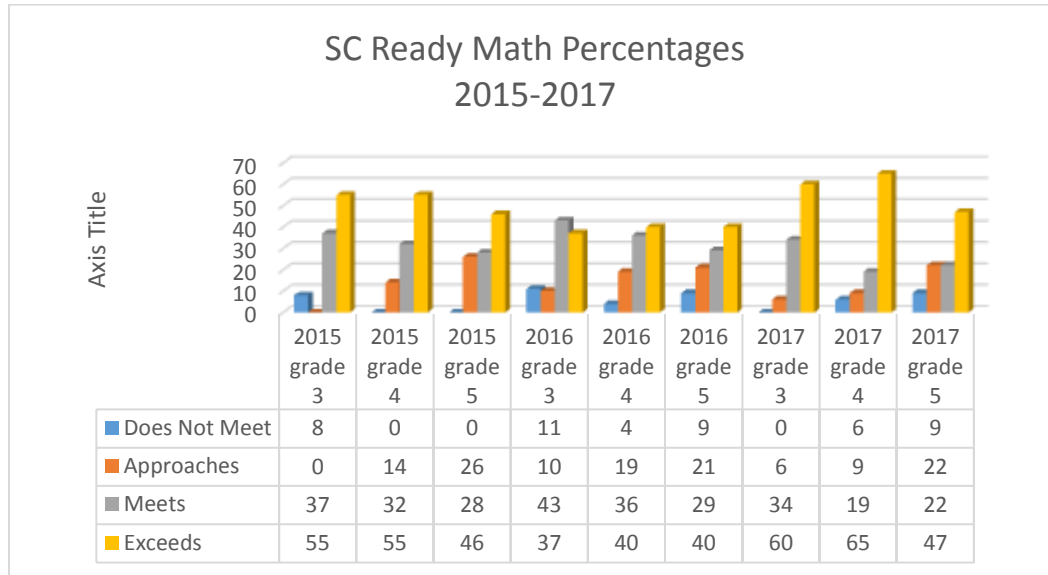
SC Ready Data Results

SC Ready ELA Results



There were several trends: Fifth grade has less “does not meet”, less “exceeds”, and more “meets”. Fourth grade has less “approaches”, more “meets” and “exceeds”.

SC Ready Math Results

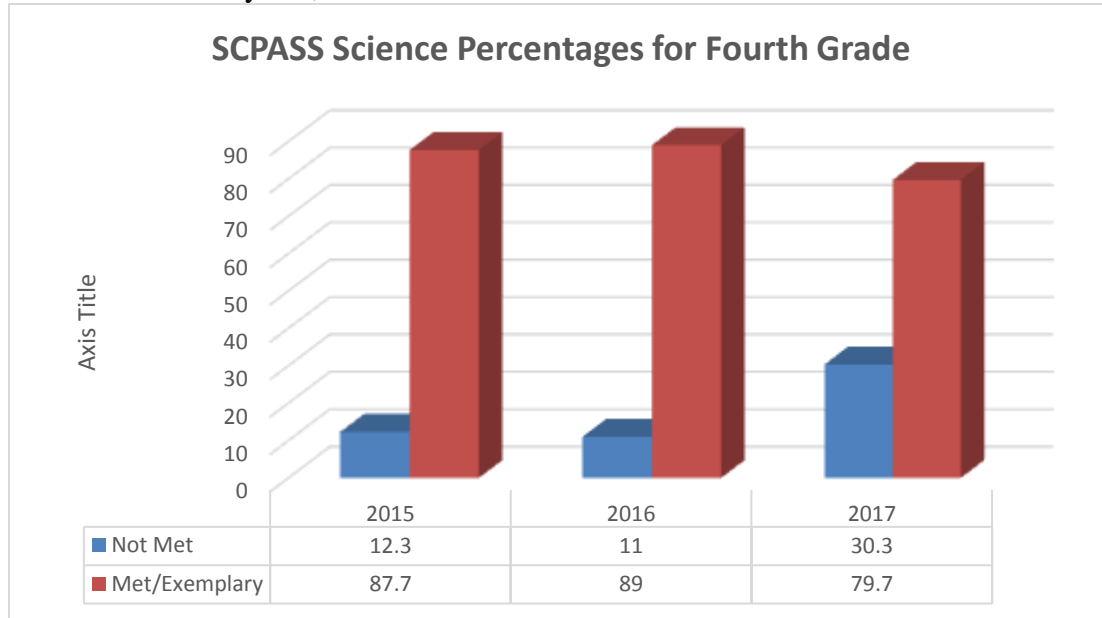


There was only one trend: fourth grade had an increase in “does not meet”.

SCPASS Data Results

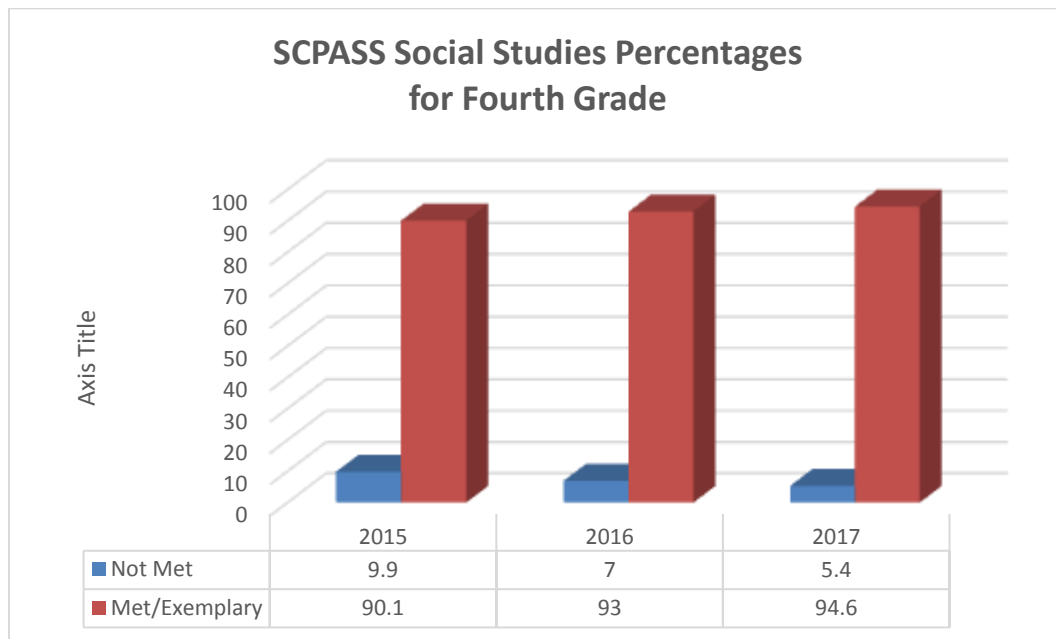
SCPASS SCIENCE OVERALL FOR GRADE 4

Over the last three years, there are no trends.



SCPASS SOCIAL STUDIES OVERALL FOR GRADE 4

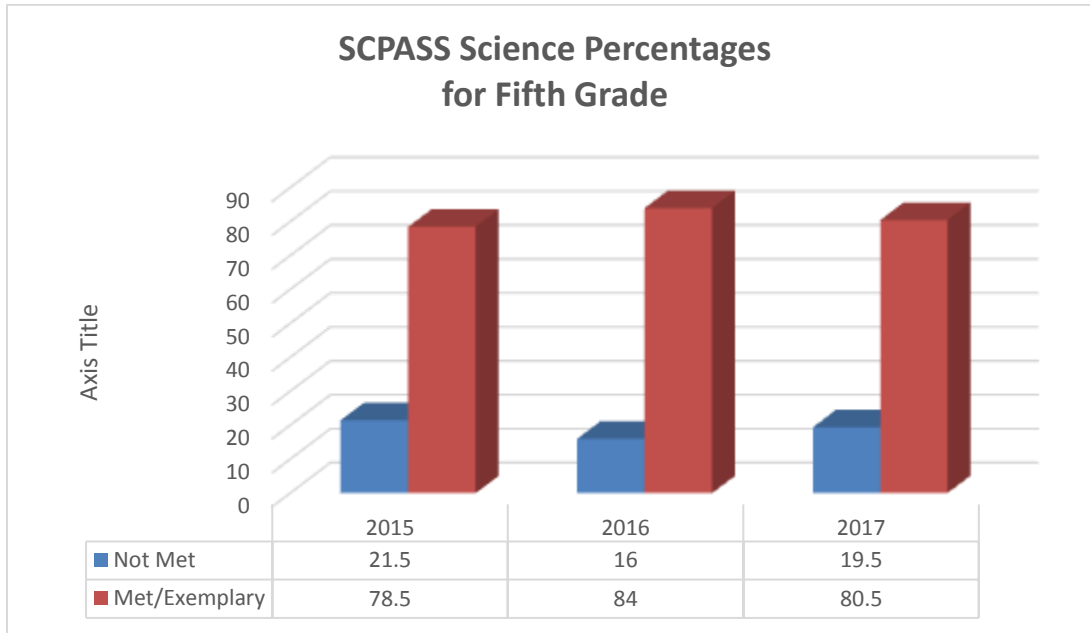
In looking at these scores for the last three years, there is a trend in the decrease of the percentage of students scoring Not Met, and therefore an increase in the percentage of students who scored Met/Exemplary.



FIFTH GRADE SCPASS RESULTS

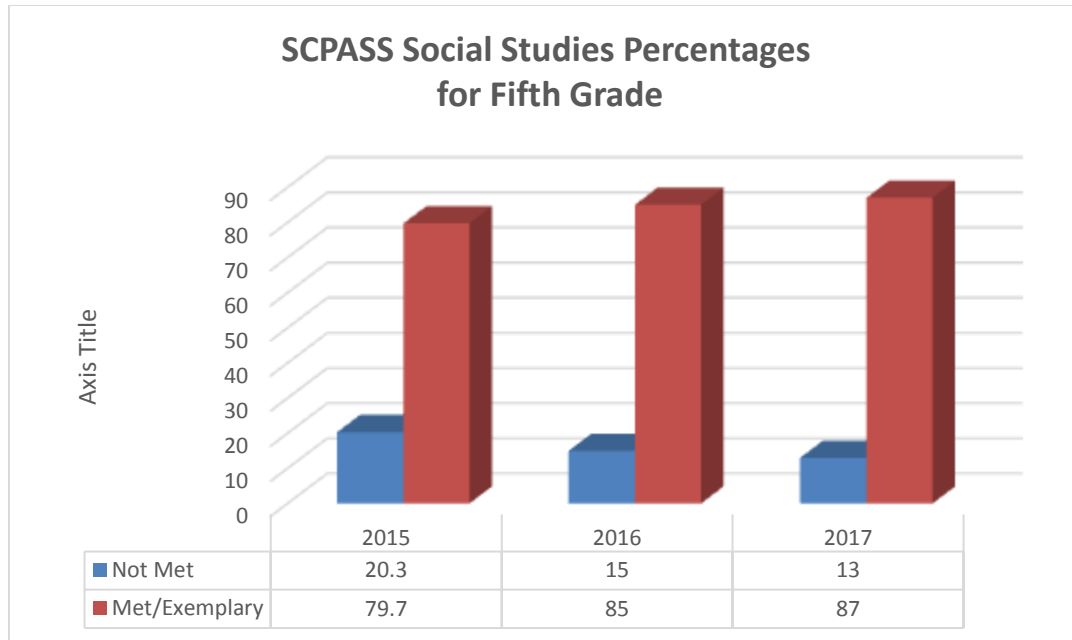
SCPASS SCIENCE-OVERALL

In looking at these scores the last three years, there are no trends.

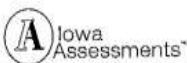


SCPASS SOCIAL STUDIES-OVERALL

In looking at these scores the last three years, the trend is that Not Met percentages went down and Met/Exemplary percentages increased.



ITBS School Summary



SCHOOL SUMMARY Iowa Assessments™

South Carolina Grade 2 Gifted and Talented Testing Program

School: Augusta Circle Elem

District: GREENVILLE COUNTY

Form-Level: F-7

Test Date: 11/2017

Norms: 05/23 2011

Grade: 2

Page: 1

	English Language Arts						Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation*	MATH TOTAL			
Augusta Circle Elem 2301034 Level: 7													
Iowa Assessments/CogAT													
Number of Students Included	99							99		99			
Average Standard Score (SS)	168.3							167.2		167.2			
Average Predicted Standard Score (PSS)	160.4							158.7		158.7			
Difference (SS-PSS)	7.9							8.5		8.5			
National Percentile Rank of Average SS	79							80		80			
National Percentile Rank of Average PSS	63							59		59			
Difference (NPR-PNPR)	16							21		21			
Iowa Assessments													
Number of Students Tested = 100								100		100			
Number of Students Included	100							167.2		167.2			
Average Standard Score (SS)	168.2							80		80			
National Percentile Rank of Average SS	79							63		63			
Percent of Students in NPR Range 75-99	57							18		18			
50-74	31							15		15			
25-49	5							4		4			
1-24	7							7		7			
National Stanline of Average SS	7												

Our second grade students took ITBS in the fall of 2017, and these are the results. The national percentile rank in reading was 79, and the national percentile rank in math was 80. After analyzing our achievement data, we realize that we must continue to strive for excellence. We must continue to monitor and adjust our techniques for instruction, as well as our strategies. We must work with each individual student in order to help student growth in achievement as much as possible. We will:

- Work to further narrow the differences in ELA SC Ready and Math SC Ready between our FARM and non-FARM students
- Continue to further implement the use of quality tools and technology (including Promethean Boards, iPads, apps and chrome books) to improve student achievement
- Continue to integrate the renewal plan into all elements of the school environment
- Implement the South Carolina State Standards in our curriculum
- Implement Balanced Literacy as our English Language Arts delivery system

Teacher and Administrator Quality

We at Augusta Circle attempt to steer our professional development each year toward our goals and any new initiatives that the district implements from year to year. We conduct a survey in the spring each year to find topics of need for our staff. Our calendar for professional development this year is on the next page.

In studying our teacher and administrator quality assessment, we find that all our teachers and administrators have maintained a level of Proficient in Performance Assessment. We strive to hire only the best candidates for positions at our school, and teachers are supported by administration. Our teacher retention rate was 93.5% in 2017, 92.9% in 2016, and 88.1% in 2015. Our teacher attendance rate was 93.5% in 2017, 94.1% in 2016, and 94.9% in 2015. 59.4% of teachers had advanced degrees in 2016 and 2017, and 57% of our teachers had advanced degrees in 2015. We had 81.3% of teachers with continuing contracts in 2017, 78.1% in 2016, and 87.1% of our teachers with continuing contracts in 2015. All of our teachers are proficient in technology.

Our professional development is designed and correlated to reflect teacher and student needs in our building. We have workshops which deal with strategies, curriculum, district requirements, and technology.

Professional Development Calendar 2017-2018



Date	Professional Development	Facilitators
August 18	Mastery Connect* 1:00 (mandate for homeroom teachers, optional for others)	Murphy, Dobson
August 21	Seesaw** (optional, for those interested)	Brazell, Riley
August 31	New Google Site** (optional, for those interested)	Eileen Conway
September 6	Mastery Connect* session 2 (mandate for homeroom teachers, optional for others)	Murphy, Dobson
September 13	Literacy Principles and Best Practices (mandate for homeroom teachers, optional for others)	K. Barnett, E. Wilson
September 27	Vertical Teams (all teachers who teach ELA, math, or science, optional for others)	Bannister, Holman, Dobson
Oct. 11	Mastery Connect* session 3 (mandate for homeroom teachers,	Murphy, Dobson

	optional for others)	
Oct. 25	SAMR training (ask DLC teachers to open classes for grade levels & ask teachers to try this in their classes and reflect at Dec. Data Team meetings) (mandate for all teachers)	Bannister, Holman, Dobson, Conway
Nov. 2	Nearpod in the Classroom **	Holman, Dobson
Nov. 8	Balanced Literacy – Interactive Read Aloud	Wilson, Barnett, Dobson
Nov. 29	Vertical Teams (mandate for teachers who teach ELA, Math, or Science, optional for others)	Bannister, Holman, Dobson
Dec. 13	The Power Of QR Codes** (optional)	Debbie Jarrett, SCETV
Jan. 17	Vertical Teams (mandate for teachers who teach ELA, Math, or Science, optional for others)	Bannister, Holman, Dobson
Jan. 31	Working with Students who have had Adverse Childhood Experiences (ACEs) 90 minutes	Chris Haines, Dobson
Feb. 21	iPads in the Classroom** (K-2 classroom teachers, optional for others)	Debbie Jarrett, SCETV
Feb. 28	DLC Technology Strategies**	Riley, Plexico, M. Murphy, Miller
March 14	S. Sheftall/Vertical Teams (mandate for	Bannister, Holman, Dobson

	teachers who teach ELA, Math, or Science, optional for others)	
March 21	Vocabulary Development	H. Murphy
March 28	ACEs Part 2 - Strategies	Chris Haines
April 12	Dealing with an Active Shooter	Lt. Long

Our Professional Development Calendar for 2018-19 will be developed this summer, once we know our needs and the district initiatives for next year.

School Climate Needs Assessment

In evaluating our school climate, we study the results of our surveys in our SDE School Report Card. It is accessible at: <https://ed.sc.gov/data/report-cards/>. Teachers, students, and parents are very complimentary of our school. The questions ask about satisfaction concerning learning environment, social and physical environment, and school-home relations. In 2015, teachers were satisfied 100% in all three areas. In 2016, teachers 97.2 % of teachers were satisfied with learning environment and social and physical environment, and they were 88.9% satisfied with home-school. In 2017, teachers were 100% satisfied with learning environment, social and physical environment, and school-home relations.

In 2015, students were 99% satisfied with learning environment, 100% satisfied with social and physical environment, and 100% satisfied with school-home relations. In 2016, students were 93.2% satisfied with the learning environment, 90.1% satisfied with the social and physical environment, and 90.2% satisfied with the home-school relationships. In 2017, students were 94.8% satisfied with learning environment, 96% satisfied with social and physical environment, and 93.4% satisfied with school-home relations.

In 2015, parents were 93% satisfied with learning environment, 95% satisfied with social and physical environment, and 79% satisfied with school-home relations. In 2016, 95.5% of parents were satisfied with the learning environment, 87.9% were satisfied with home-school relations, and 98.4% were satisfied with the social and physical environment. In 2017, parents were 93.1% satisfied with learning environment, 95.4% satisfied with social and physical environment, and 83.7% satisfied with school-home relations. We are pleased with these results, although there is always room for improvement.

Our lowest percentages fluctuate among the different surveys. We will strive to improve the results of these surveys, particularly the school-home relations with parents.

ACTION PLAN

A well-defined and well-executed school improvement effort begins with a comprehensive school wide strategic action plan that provides a logical framework for clarifying and achieving the vision. The school plan includes: an assessment of where the school is today and what factors can be expected to influence it in the future; a mission statement describing the school's purpose and function; a vision statement that reflects the values and beliefs of the individuals who make up the organization; long range goals that make the intents of the mission and vision tangible; an identification of outcomes; a plan for evaluation and continuous improvement; an action plan that identifies the procedural steps needed to implement the goals including time lines, responsibility, accountability, and an estimation of budget needs based on the action plan.

Our staff developed a vision that is shared by all. From this vision, we develop goals, objectives, and strategies for our students that are summarized in our comprehensive school-wide improvement plan. Our objectives and strategies are adjusted annually to our needs. Our goals focus on increasing student achievement, improving teacher quality, and providing a safe, orderly and inviting learning environment.

- Goal Area 1: Raise the academic challenge and performance of each student
- Goal Area 2: Ensure quality personnel in all positions
- Goal Area 3: Provide a school environment supportive of learning

Planning Time

Each grade level has a minimum of one designated time each week when the teaching team meets as a group for planning lessons. This structure encourages the team collaboration. Most school meetings are held after school. These meetings include approximately three faculty/Leadership Committee meetings per month with one additional grade-level meeting. Participation in district meetings or serving on district committees is an additional commitment. Ten professional development days are provided throughout the year. Opportunities for curriculum enrichment and/or professional development are often an addition to the above. Since most of the time spent in meetings is beyond the normal workday, there is constant conflict between using time to deal with problems versus using time for quality planning.

School Improvement Plan

State and district requirements mandate an annual school plan. Each spring, a committee is formed to create a school plan for the upcoming school year. Due to numerous commitments at the end of each year, committee members may meet on their own time in the summer. The plan is approved by the staff each fall and by the School Improvement Council.

Title 1 Plan

The percentage of our FARM (Free and Reduced Meals) Students is 11%. We do not qualify for any Title 1 services or funding; therefore, we are limited in providing additional instructional materials or staff to serve our at-risk students.

English Language Development Plan

Our total enrollment is about 568 students. English as a Second Language Program (ESL) is offered on an as needed basis.

Technology Plan

The technology committee of Augusta Circle Elementary School revises our technology plan annually to assist and guide our teachers in the utilization of technology as an instructional tool. It is the result of combining teacher input with the District Educational Plan and the Technology and Curriculum Standards. It is our goal that this plan will lead to consistency within each grade level and provide logical, sequential, developmental steps for students as they progress from one grade level to the next. This plan is designed to make expectations clear for all involved in its implementation and address the training needs required for those people to succeed. In addition, this plan provides a focus and direction that helps us build knowledge in future years. During the fall of 2012, we were “Refreshed” by the district. During the fall of 2015, we were also “Refreshed” by the district. We were able to purchase iPad minis for grades kindergarten, first, and second. We purchased 1:1 chrome books for our students in grades three, four, and five. We have provided eight hours of training for iPads and 8 hours of training for chrome books. In January, 2017, we provided new laptops to our staff members. We will be provided with new 1-1 chrome books for all third, fourth, and fifth grade students from the district in 2018. We can then filter the chrome books that are still working down to second grade and maybe down to first grade.

District Plan to Upgrade Facilities

The school district renovated the existing building and added an addition that was ready in August, 2002. This construction project brought our facilities up to date. Our school is now handicap-accessible and is totally wired for technology. We installed wireless in our building. In the summer of 2017, we renovated the front of the building to make it safer and we added gates at our breezeway for safety reasons.

Budget

Working under district guidelines of the General Fund, our specific budget is based upon the number of students enrolled each year. Our plan includes a detailed budget outlining specific needs.

Summary of Progress for 2017-2018

The portfolio plan was something that all faculty members took part in producing. The entire staff was involved in our annual self-study and in implementing the plan. We worked to further improve our school-wide plan for student achievement, teacher/administrative quality, and school climate to create excellence throughout the school. We also concentrated on professional development on Balanced Literacy and technology.

Needs Assessment for 2018-2019

The plan for improvement consists of four goals with supporting objectives. Time lines and funding measures are allocated to implement our goals. The plan includes a measurable assessment for each strategy or action. Support structures for executing the plan are set in place. Results from working toward the quality improvement goals will be evident throughout the school. Success of the plan depends on the commitment of all stakeholders.

- Work to further narrow the differences in ELA and Math between our FARM and non-FARM students
- Continue to further implement the use of quality tools and technology (including iPad minis and chrome books) to improve student achievement
- Continue to integrate the portfolio plan into all elements of the school environment
- Implement the Standards in our curriculum

- Implement Balanced Literacy as our English Language Arts delivery system

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from __80__% in 2016-17 to __85__% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by __1__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 80% (2016-17)	School Projected Elementary	81%	82%	83%	84%	85%
		School Actual Elementary					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary	52	55	58	61	64
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide Rti intervention for students in 5K and first grade who are at-risk in ELA reading	2018-2023	Literacy Specialist	NA	NA	Fastbridge Data
2. Provide additional support for students who are weak in ELA in each classroom	2018-2023	Classroom teachers	NA	NA	F&P levels
3. Provide tutoring for students in grades 2-5 who are weak in ELA	2018-2023	Certified volunteer	NA	NA	Teacher records

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from __81__% in 2016-17 to __86__% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by __1__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations __81__ (2016-17)	School Projected Elementary	82%	83%	84%	85%	86%
		School Actual Elementary					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54 (2016-17)	District Projected Elementary	57	60	63	66	69

		District Actual Elementary					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide additional math support for students who are weak in math (grades 2 and 3)	2018-2023	Math Interventionist	\$10,000	Extended Day Program	Teacher Records
2. Provide small group and differentiated instruction for students who are weak in math in each classroom	2018-2023	Classroom Teachers	NA	NA	Common Assessments Lesson Plans
3.					

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by __1__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 and 5 2016-17 was 79.7%	School Projected Elementary	TBD	TBD	TBD	TBD	TBD
		School Actual Elementary					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	TBD	TBD	TBD	TBD	TBD

		District Actual Elementary					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide differentiated instruction for students in science	2018-2023	Classroom Teachers	NA	NA	Observations Lesson Plans
2. Provide extra support in the classroom for students who are weak in science	2018-2023	Classroom Teachers	NA	NA	Lesson Plans Observations
3. Provide hands-on activities for students in science	2018-2023	Classroom Teachers	NA	NA	Observations Lesson Plans

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by __1__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 4 and 5 2016-17 was 85%	School Projected Elementary	TBD	TBD	TBD	TBD	TBD
		School Actual Elementary					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary	TBD	TBD	TBD	TBD	TBD

		District Actual Elementary					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide small group instruction for students who are struggling in social studies	2018-2023	Classroom Teachers	NA	NA	Lesson Plans Observations
2. Provide differentiated activities for students in social studies	2018-2023	Classroom Teachers	NA	NA	Observations Lesson Plans
3.					

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _NA_ (2016-17) Annual Increase = __	Projected Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _NA_ (2016-17) Annual Increase = __	Actual Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _58.1_ (2016-17) Annual Increase =	Projected AA	60.1	62.1	64.1	66.1	68.1

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _58.1_ (2016-17) Annual Increase =	Actual AA					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _20.2_ (2016-17) Annual Increase =	Projected SWD	22.2	24.2	26.2	28.2	30.2
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _20.2_ (2016-17) Annual Increase =	Actual SWD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _NA_ (2016-17) Annual Increase = __	Projected LEP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _NA_ (2016-17) Annual Increase = __	Actual LEP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _35.3_ (2016-17) Annual Increase =	Projected SIP	37.3	39.3	41.3	43.3	45.3
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _35.3_ (2016-17) Annual Increase =	Actual SIP					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _NA_ (2016-17) Annual Increase = __	Projected Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _NA_ (2016-17) Annual Increase = __	Actual Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _45.1_ (2016-17) Annual Increase =	Projected AA	47.1	49.1	51.1	53.1	55.1
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _45.1_ (2016-17) Annual Increase =	Actual AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _24.9_ (2016-17) Annual Increase =	Projected SWD	26.9	28.9	30.9	32.9	34.9
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _24.9_ (2016-17) Annual Increase =	Actual SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _NA_ (2016-17) Annual Increase = __	Projected LEP					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _NA_ (2016-17) Annual Increase = __	Actual LEP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _40.8_ (2016-17) Annual Increase =	Projected SIP	42.8	44.8	46.8	48.8	50.8
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _40.8_ (2016-17) Annual Increase =	Actual SIP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grades 4 only	Projected Hispanic					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grades 4 only	Actual Hispanic					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grades 4 only	Projected AA					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grades 4 only	Actual AA					

SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grades 4 only	Projected SWD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grades 4 only	Actual SWD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grades 4 only	Projected LEP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grades 4 only	Actual LEP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grades 4 only	Projected SIP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grades 4 only	Actual SIP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017- 18 Grades 5 only	Projected Hispanic					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017- 18 Grades 5 only	Actual Hispanic					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017- 18 Grades 5 only	Projected AA					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017- 18 Grades 5 only	Actual AA					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017- 18 Grades 5 only	Projected SWD					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017- 18 Grades 5 only	Actual SWD					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017- 18 Grades 5 only	Projected LEP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017- 18 Grades 5 only	Actual LEP					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017- 18 Grades 5 only	Projected SIP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017- 18 Grades 5 only	Actual SIP					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Identify our underperforming students in each area and provide extra scaffolding	2018-2023	IC Classroom Teachers	NA	NA	Benchmark data on students Mastery Connect
2. Provide Rti for identified 5K and first grade students for reading	2018-2023	Literacy Specialist	NA	NA	Individual Fastbridge progress reports
3. Provide math intervention for identified grade 2 and 3 students	2018-2023	Math Interventionist	\$10,000	Extended Day revenues	Individual math benchmarks

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Fastbridge	TBD	School Projected	TBD	TBD	TBD	TBD	TBD

		School Actual					
MAP	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Fountas and Pinnell	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					
Fastbridge	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

MAP	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide small group differentiated reading instruction with extra scaffolding for our at-risk students in reading	2018-2023	Classroom Teachers	NA	NA	Fountas & Pinnell benchmarks
2. Provide Rti for students in grades 5K and one who are at-risk in reading	2018-2023	Literacy Specialist	NA	NA	Fastbridge
3.					

Performance Goal Area: ☐ Student Achievement* ☒ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD

		District Actual					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Actively and intentionally strive to hire more qualified and diverse teachers	2018-2023	Principal Administrative Assistant	NA	NA	Records of interviews and hires
2.					
3.					

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	94.8%	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
	91.7%	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Teachers					
	95.3	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents					
SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					

	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Have safety plan in place and practice drills	2018-2023	Whole Staff	NA	NA	Records
2. Provide teachers with safety materials in their classrooms	2018-2023	Administration	?	School	List of inventory per teacher
3. Train teachers in methods of providing a safe environment	2018-2023	Administration IC	NA	NA	Documentation

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0

		District Actual					
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Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.0	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide counseling for students who have behavior issues	2018-2023	Counselor	NA	NA	Documentation of sessions
2. Keep open communication with parents whose children have behavior problems	2018-2023	Principal Administrative Assistant Classroom Teacher	Na	NA	Teacher logs Principal/Adm. Asst. logs
3. Provide behavior plans when needed	2018-2023	Resource Teacher Classroom Teacher	NA	NA	Documentation by resource teacher

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent

Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	88	School Projected	89	89	89	90	90
		School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90

		District Actual					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Demonstrate interest in each student and his/her life	2018-2023	All staff members	NA	NA	Survey results
2. Show empathy and compassion toward students when they are having problems	2018-2023	All staff members	NA	NA	Survey results
3. Welcome each student every morning as they come in the classroom	2018-2023	Classroom Teachers	NA	NA	Survey results

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* *required*) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 97.4	School Projected	95	95	95	95	95
		School Actual					
	(2016-17) 95	District Projected	95	95	95	95	95

		District Actual					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Encourage parents and students to be at school unless really sick	2018-2023	All staff members	NA	NA	Attendance records
2. Be diligent about formally following up on absences	2018-2023	Attendance clerk	NA	NA	Documentation of family contacts
3.					

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 2% Lonely – 4% Angry – 1%	School Projected	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1	Afraid ≤ 2 Lonely ≤ 4 Angry ≤ 1
		School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5

		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
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ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
1. Administer a needs assessment with students at beginning of year	2018-2023	Counselor	NA	NA	Assessment results	
2. Provide classroom lessons on social/emotional health	2018-2023	Counselor	NA	NA	Lesson plans	
3. Provide individual and small group counseling with students who are at-risk for being afraid, lonely, or angry	2018-2023	Counselor	NA	NA	Documentation of counselor sessions	

2018-2019 Read to Succeed School Reading Plan Literacy Reflection Tool Instructions

Beginning in Fiscal Year 2015-2016, each district prepared a comprehensive annual reading proficiency plan for prekindergarten through twelfth grade by responding to questions and presenting specific information and data in a format specified by the Read to Succeed Office at the South Carolina Department of Education (SCDE) as required by Act 284, Read to Succeed. Each district's PK-12 reading proficiency plan presented the rationale and details of its blueprint for action and support at the district and school levels. The legislation also requires districts and schools to monitor the implementation of its plan and to use data to make improvements and to inform revisions for subsequent years.

The Primary and Elementary Exemplary Literacy Classroom Reflection Tool and the Middle/High School Exemplary Literacy Classroom Reflection Tool assess implementation of the assurances required by Read to Succeed and documents progress toward meeting goals. For the 2017-18 School Year, The Office of Early Learning and Literacy (OELL) revised the format for the submission of reading plans and created *District and School Level Exemplary Literacy Reflection Tools*. These tools support districts and schools when monitoring the implementation of reading plans, the setting of SMART goals, and development of action steps for the school year. The same format will be used for 2018-2019 reading plans.

How to:

1. The school literacy leadership team will use the Exemplary Literacy Classroom Reflection Tool to collect data to determine progress toward the implementation of the 2016 school plans.
2. The school literacy leadership team will analyze the data collected and determine a rating for the school, using the categories - rarely, sometimes, or routinely, for the supporting statements for each assurance.
3. The school literacy leadership team will develop one to three goals (written as SMART goals) and action steps based on the analysis of school data.
4. Submit the following **no later than Wednesday, August 1, 2018—WE RECOMMEND COMPLETION BY JUNE 8, 2018**
 - a. completed reflection tool template in pdf format to Dr. Karen Sparkman ksparkma@greenville.k12.sc.us
 - b. completed survey link of goal(s) and action steps (last page of template)—link: <https://goo.gl/forms/OeDciMbxN3jGAhjO2>

A. This school documents and monitors the reading and writing assessment and instruction planned for all prekindergarten through fifth grade students and the interventions be provided to all struggling readers who are not able to comprehend grade-level texts.

Lenses of Assessment

A Comprehensive System of Assessment

- Summative Assessment
 - SC Ready
- Formative Assessment
 - Fountas and Pinnell, KRA, Dominic
 - MAP
 - Star Reading
 - 4K Assessments: PALS, Gold, MyIgGDI
- Data Teams
 - Collecting Data, Analyzing, Establishing Goals and Look-fors, Creating Action Plans
- Documentation of Data

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
A1. Teachers use a comprehensive formative assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Running Records, Reading/Writing/Researching Engagement Inventories, Compliment Conferences, Skill/Strategy Groups, Reading Logs, Reading, Writing, Researching Notebooks, Anecdotal Notes, Sample Writings, Writing about Reading, Note-taking Samples, Transcribed Conversations, Common Assessments, and Cold Reads
A2. Teachers make instructional decisions for students based on data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A3. Teachers work together in teams to collect and analyze data, establish goals and look-fors for students, and create action plans for students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A4. Teachers collect and analyze data to determine targeted, effective in-class intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

B. This school provides supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both.

Lenses of Assessment

Assessing for Supplemental Instruction

- Reading Process
- Small Group and Individual

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
B1. Teachers notice, teach, and prompt for use of strategic reading behaviors.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Anecdotal Notes from small group instruction and individual conference, schedules, notes from F&P Benchmarks, Compass Learning, goals with look-fors, lesson plans focused on teaching strategic reading behaviors, FastBridge, Read to Succeed Summer Camp, Intervention (LLI)
B2. Teachers and students collaborate to set measurable short term goals aimed at growing students' reading behaviors and make strategic plans outlining how these goals will be accomplished.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B3. Teachers provide targeted, effective in-class intervention which -must provide individual and small-group instruction; and -must be 30 minutes in addition to 90 minutes of daily reading and writing instruction.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

C. This school utilizes a system for helping parents understand how they can support the student as a reader at home.				
Lenses of Assessment				
Assessing for Family Support of Literacy Development				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
C1. Teachers provide opportunities for parent involvement with literacy development including parent workshops, parent conferences, and newsletters.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Agendas from parent workshops, Sign-in Sheets from parent meetings, Newsletters, Conference Summaries, Conference Schedules, Anecdotal Notes from conferences and phone calls, Teacher websites, book fair, Read Night

D. This school provides for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about

intervention based on all available data.

Lenses of Assessment

Assessing for Research-Based Instructional Practices:

- Reading Workshop: Read Aloud, Shared Reading Experience, Independent Reading, Small Group Reading Instruction, Reading Process, Time to read w/ conferring and using a system for collecting this data
- Writing Workshop: Read Aloud, Shared/Interactive Writing, Small Group Writing Instruction, Independent Writing, Time to write w/conferring and using a system for collecting this data
- Research Workshop: Mini lesson, Time to construct knowledge through reading and writing w/conferring and using a system for collecting this data
- Integration of Disciplinary Literacy
- Standards: South Carolina College and Career Ready Standards, Early Learning Standards for 4K

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
D1. Teachers ensure that instruction is short and focused so that students practice new behaviors and processes by reading and writing authentic texts for the majority of the instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teacher Observations, Schedules, Lesson Plans, Anchor Charts, work samples, writer's notebooks
D2. Teachers monitor student engagement in reading and writing and use this data to confer with students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D3. Teachers use shared reading experiences (literary texts and informational texts) to scaffold success and build fluency.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D4. Teachers use shared writing experiences to scaffold student success and build fluency.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

E. This school ensures that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students.

Lenses of Assessment

Assessing for Reading Engagement:

- Student Choice
- Large blocks of time to read, write, and research
- Access to numerous books and other nontraditional forms of texts (audio books, eBooks, etc.) in the classroom that reflect a variety of genre

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
E1. Teachers provide students choice in what they read, write, and research.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student Engagement Inventories, Schedules, Book Inventories, Photographs of Classroom Libraries and labeled book baskets, grade level planning meetings
E2. Teachers monitor reading and writing engagement and use that data to conference with students when needed to increase reading and writing volume.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E3. Teachers reflect on and eliminate activities that interfere with text reading and writing.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
E4. Teachers establish and directly teach routines and procedures, so that students know what to do in order to maximize time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
E5. Teachers ensure there are ample texts (both informational and literary) and other materials available in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

F. This school provides teacher and administrator training in reading and writing instruction.

Lenses of Assessment

Assessing for Professional Development

- Literacy Competencies for PreK-5th Grade Teachers
- Literacy Competencies for Administrators
- South Carolina College and Career Ready Standards
- Standards for Professional Learning
- Early Learning Standards for 4K

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
F1. Teachers participate in professional learning opportunities based on data through <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book clubs ○ Teacher action research ○ Collaborative planning ○ Peer coaching 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Agendas, Sign-in Sheets, Professional Reading Logs, Written Reflections of Practice and New Learning, Lesson Plans, grade level meetings
F2. Administrators participate in professional learning opportunities within and outside the school based on personal needs and/or school-wide data <ul style="list-style-type: none"> ○ Study groups ○ Collaboration with school coach ○ Book Clubs 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

G. This school develops strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners and school media specialists to promote reading and writing.

Lenses of Assessment Assessing for Literacy Partnerships				
	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
G1. Teachers and/or schools participate in strategically planned and developed partnerships in order to promote reading and writing. <ul style="list-style-type: none"> • County libraries are used to increase the volume of reading in the community over the summer • State and local arts organizations • Volunteers • Social service organizations • School media specialists 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sign-in Logs, Plans for the Partnerships, Acknowledgement of the Partnerships, Documentation of Actions, Record of Programs Libraries Offer, PEP, Westcliffe on Wheels
G2. Specific actions are taken to foster partnerships.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

H. This school embeds practices reflective of exemplary literacy-rich environments.

Lenses of Assessment

Assessing for Inquiry-based Learning:

- Immersion, Investigation, Coalescing, Going Public
- Read Aloud/Shared Reading
- Independent reading, writing, researching
- South Carolina College and Career Ready Standards for Inquiry
- Profile of the South Carolina Graduate

	Rarely	Sometimes	Routinely	Possible Sources of Evidence:
H1. Teachers use predictable structures (Immersion, Investigation, Coalescing, and Going Public) so that students construct knowledge by reading and writing authentic texts for most of the instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Schedules reflecting students reading 40 to 45 minutes for each hour of reading instruction, Schedules reflecting students writing 40 to 45 minutes for each hour of writing instruction, Lesson Plans Referencing the Inquiry Standards, Examples of Student Research Projects, Student artifacts from research
H2. Teachers integrate content-specific reading, writing, & researching into ELA to provide the authentic experiences necessary to become proficient researchers and readers and writers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H3. Teachers provide large blocks of time for instruction and practice in order for students to sustain work on reading, writing, and researching.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H4. Teachers ensure text and materials are organized and easily accessible by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

H. This school embeds practices reflective of exemplary literacy-rich environments.

Lenses of Assessment

Assessing for Inquiry-based Learning:

- Immersion, Investigation, Coalescing, Going Public
- Read Aloud/Shared Reading
- Independent reading, writing, researching
- South Carolina College and Career Ready Standards for Inquiry
- Profile of the South Carolina Graduate

H5. Teachers ensure texts and other materials are appropriate for the readers and writers in their classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
H6. Teachers prominently display artifacts reflective of student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Analysis of Data

Strengths	Possibilities for Growth
<p>Results from 2017 SC Ready English show that we had 89% of third graders, 80% of fourth graders, 74% of fifth graders score meets expectations or exceeds expectations.</p> <p>Results from 2017 F & P Benchmark scores show that 90 second graders out of 100 (90%) are at least where they should be at this point.</p>	<ul style="list-style-type: none"> • Providing parent workshops on Literacy and how parents can help at home. • Conferencing with individual students on their reading and writing needs and goals. • Fostering more partnerships with the community.

<p>Results from FastBridge from 2017 show that: In first grade, 83 students out of 103 (80%) are at least where they should be at this point.</p> <p>In kindergarten, 73 students out of 89 students (82%) are at least where they should be at this point.</p> <p>Strengths for all grade levels include team planning and following state standards when planning instruction. Teachers also integrate science and social studies into ELA instruction. Data is used to drive instruction.</p>	
<p>Goals and Action Steps Based on Analysis of Data—Goals should be written as SMART goals—Specific, Measurable, Achievable, Relevant, Time-Based/Timely). Use the following link https://goo.gl/forms/OeDciMbxN3jGAhjO2 to submit the goal and action steps your team develops below.</p>	
<p>Goal #1:</p> <p>Grades K-3: By June of 2019, 70% of students in individual classrooms will increase their comprehension of texts through formative and summative assessments by progressing 3 levels on the F & P Benchmark.</p>	<p>Action Steps:</p> <p>Grades K-3:</p> <ol style="list-style-type: none"> 1) Using F &P and FastBridge data the literacy team will determine which students qualify for intervention using LLI. 2) Teachers will use antidotal notes and data collected to drive instruction. 3) Teachers will use flexible small group instruction to help meet students evolving needs.

<p>Goal #2:</p> <p>Grades 4 & 5: By June of 2019, 75% of students in individual classrooms will increase their comprehension of texts through formative and summative assessments by progressing 1 or more levels on the F & P Benchmark.</p>	<p>Action Steps:</p> <p>Grades 4&5:</p> <ol style="list-style-type: none"> 1) Teachers will use antidotal notes and data collected to drive instruction. 2) Teachers will use flexible small group instruction to help meet students reading needs. 3) Using F & P data, reading interventions will be put in place to help meet the needs of qualifying students.
<p>Goal #3:</p>	<p>Action Steps:</p>

Submit the following **no later than Wednesday, August 1, 2018—WE RECOMMEND COMPLETION BY JUNE 8, 2018**

- a. completed reflection tool template in pdf format to Dr. Karen Sparkman ksparkma@greenville.k12.sc.us
- b. completed survey link of goal(s) and action steps (last page of template)—link: <https://goo.gl/forms/OeDciMbxN3jGAhjO2>

References:

McConachie, S., Hall, M., Resnick, L., Ravi, A.K., Bill, V.L., Bintz, J., & Taylor, J.A. (2006, October). Task, text, and talk. *Educational Leadership*, 64(2),8-14.