



**BUENA VISTA ELEMENTARY**  
*Someplace Special*

# **Buena Vista Elementary School Strategic Planning**

**2013-2018**

**Dr. Ann K. Mohr, Principal**

**Mr. W. Burke Royster,  
Superintendent  
Greenville County Schools**

## SCHOOL RENEWAL PLAN COVER PAGE

**SCHOOL:** Buena Vista Elementary

**SCHOOL DISTRICT:** Greenville County Schools

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2013-14 (*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.

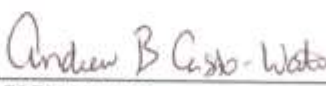
### CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE


### SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Andy Casto-Waters		3-12-14
PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

Ann K. Mohr, PhD		3-12-14
PRINTED NAME	SIGNATURE	DATE

SCHOOLADDRESS: 310 S. Batesville Road, Greer, South Carolina 29650

SCHOOL'S TELEPHONE: (864) 355-2200

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

# STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Dr. Ann K. Mohr
2. TEACHER	Ms. Rebekah DeGarmo
3. PARENT/GUARDIAN	Mrs. Alison Taylor
4. COMMUNITY MEMBER	Mr. Daryl Smith
5. SCHOOL IMPROVEMENT COUNCIL	Mr. Andy Casto-Waters
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Teacher _____	<b>Pompey Hammontree</b>
Teacher _____	<b>Kristen Griffin</b>
Assistant Principal _____	<b>Kristen Hill</b>
Teacher _____	<b>Andreya Boggs</b>
Guidance Counselor _____	<b>Terri Pfister</b>
_____	
_____	
_____	

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

## **ASSURANCES FOR SCHOOL PLAN**

(Mandated Component)

### **Act 135 Assurances**

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

#### **X Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

#### **X Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

#### **X Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

#### **X Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects

requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

X

**Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

N/A

**Innovation**

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

**Recruitment**

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

X

**Collaboration**

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

X

**Developmental Screening**

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

**Half-Day Child Development**

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

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

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

**Parenting and Family Literacy**

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

**X**     **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.

# Table of Contents

**Title Page**

**SDE Cover Page**

**SDE Stakeholder Involvement Page**

**SDE Assurances**

**General Table of Contents**

**Introduction** page 7

**Executive Summary** page 7

**School Profile** page 10

**Mission, Vision, and Beliefs** page 19

**Data Analysis and Needs Assessment** page 20

**Action Plan** page 26

**Goal Area 1: Student Achievement** page 26

**Goal Area 2: Teacher/Administrator Quality** page 45

**Goal Area 3: School Climate** page 47

**2012-2013 School Report Card and ESEA** page 59

## **INTRODUCTION**

The self-study process for this year's renewal began in late winter 2014 at Buena Vista. Our first step was to share general information with the staff. In early March, the staff began work to review the Portfolio Action Plan within their grade level teams and their goal-based teams. Buena Vista has five goal teams: ELA, Math, Science, Social Studies, and School Quality. Each goal team is designed to have representation from all grade levels and from our specialists' team.

## **EXECUTIVE SUMMARY –**

Greenville County Schools (GCS) is widely recognized as a leader in public education. More than half of all teachers (64%) have a Master's Degree or higher in their field. Greenville is known for its cultural diversity and its support of the fine arts. Buena Vista, one of 51 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The Parent Teacher Association (PTA) in Greenville County is the largest operating PTA unit in the state of South Carolina raising more than \$3 million annually for Greenville County students. Buena Vista is extremely fortunate to have an active and involved parent/teachers' association. The school was built in 1984 and currently houses 831 students and 58 instructional staff members. Buena Vista Elementary is located in Greer, South Carolina.

Instructional and organizational priorities at Buena Vista Elementary focus on the needs of developing lifelong learners. Following the tenets of Continuous Improvement and Total Quality Education teachers implement student learning goals, student data, and quality tools such as lotus diagrams, consensograms, and affinity diagrams to assist students in organizing their learning. A balanced literacy program encourages direct reading instruction, student self-selected reading, writing instruction and practice with vocabulary development utilizing the Fountas and Pinnell reading delivery system. Examples of technology integration can be seen in every classroom at every grade level. Laptop carts, ActivExpression student response systems, Promethean Boards, iPad cart, and a BYOD (bring your own device) initiative encourages students and teachers alike to use technology as a tool to higher academic achievement. Science instruction is driven by district science kits which are closely aligned to state science standards.

Assessment is developed according to the South Carolina curriculum standards for grades Kindergarten through fifth grade in all subject areas. A school wide color-coded discipline plan



allows students adequate warning for appropriate behavior and allows the parent the opportunity to speak to the student directly when misbehavior occurs.

Each year the staff reviews the school's long-range plans to determine areas of strength and needed emphasis in our curriculum. By analyzing students' performance on standardized tests, (Iowa Test of Basic Skills and the Palmetto Achievement of State Standards Test) we are able to identify areas of need and can set grade-level-specific and school-wide academic goals. The administration and instructional coach guide the staff through a review of the long-range plan each spring in order to plan for the following school year. The entire staff has been trained in the Fountas and Pinnell balanced literacy delivery system. Every teacher has also been trained in the use of, and has implemented, Everyday Math Counts Calendar Math daily. We have made every effort to address the needs of our identified subgroups and have strategies in place to assist students of all ability levels to maximize their academic potential. As a result, Buena Vista received a state report card grade of A. Our school has consistently maintained strong student achievement scores on the state PASS assessments and was recognized once again this year by the state department as a Gold award winner. As we look forward to the new computerized state assessment in 2014-2015, we acknowledge the need to strengthen student awareness and proficiency with keyboarding and the use of word processing tools. Having been granted the flexibility of setting annual maintenance goals for overall achievement, the staff has made a concerted effort to focus on the improvement of our subgroup achievement scores especially with the Disabled, Subsidized, and African-American categories of students.

The Buena Vista staff sees themselves as professional and passionate educators. In 2014-2015 we look forward to maintaining our goal of highly qualified personnel. Our planned professional development will be directly aligned to student achievement and teacher professional desires. We are looking forward to a year with significantly fewer new hires. This consistency in staff will allow us to build a more cohesive unit where curriculum development and delivery remain the focus.

Our school climate continues to improve. All staff considers their safety and the safety of the students as paramount. In this year's state report card survey, one hundred percent of the staff responded that they felt safe at school. We look forward to maintaining this level of secure environment since we are already at or above district expectation.

Areas of concern with the age of the school facility and its condition continue to be an issue as a need for storage in classrooms to assist students with organization. No classrooms in the central building have built in student cubbies or built in bookshelves for classroom libraries. Neither do classrooms contain built in cabinets above the sink area. All teacher wardrobe furniture is dated.

Significant challenges to the overall morale of our school have existed and continue to be troublesome. Veteran staff members have been supportive and have taken a mentoring role for the new staff.

Significant honors have included the state department of education report card status of “A” for federal accountability, Gold award for achievement, and a Good rating for improvement. Our School Improvement Council, SIC, is one of five finalists in the annual Dick and Tunky Riley Award for School Improvement Council Excellence for 2014.

Our school has continued to improve technologically. Due to a very successful extended day program, supportive PTA, and an enrichment program, special facility upgrades have been made. Our vision is to move toward a 1:1 initiative so that every student has equal access to an individual learning tool. Towards this vision, our school supports a BYOD (bring your own device) process which encourages students in grades 3-5 to bring their electronic tools to school.

The Buena Vista Learning Community completed a successful third year in operation. The Learning Community consists of classrooms of Primary Learning (First and Second Grades) and Intermediate Learning (Third, Fourth, and Fifth Grades) where children learn in multiage, cross-grade groupings. The classroom environments are designed to nurture and enhance a child’s natural desire to learn through small group interaction, research projects, technology integration and the encouragement of student leadership and responsibility. All work is taught based on the Common Core State Standards but allows students to work at their developmental and demonstrated proficiency levels. The Buena Vista Learning Community was developed to address students’ needs for enrichment and remediation outside the traditional classroom setting. Due to the building design of six classrooms ‘clustered’ around a common work area, it was possible to locate first through fifth grade chronological groupings of students according to Greenville County Schools’ student-teacher ratios.

## **SCHOOL PROFILE –**

### **The Community of Greer, South Carolina**

The city of Greer, population 17,000, is situated between the cities of Greenville and Spartanburg. The community from which Buena Vista draws is situated on the outskirts of Greer, a suburb of Greenville, South Carolina. This is a community that has seen tremendous growth and change over the last decade due to growth of business and industry. There has been a surge in neighborhood development as a result.

The community offers many resources and strengths. Greenville County is home to Furman University, Greenville Technical Community College, North Greenville College, and Bob Jones University. There is also a large university center that offers classes from major state universities. These institutions provide pre-service teacher preparation and ongoing professional development support. The Greenville-Spartanburg International Airport and the Greenville Municipal Jetport service this area.

Greenville is known for its cultural diversity and its support of the fine arts. The South Carolina Governor's School for Fine Arts and Humanities is located in Greenville. The students of Buena Vista benefit from a variety of experiences provided by the Peace Center for Performing Arts, the Greenville County Library System, and The Greenville County Museum of Art.

Buena Vista is extremely fortunate to have an active and involved parent/teacher association. The PTA maintains several programs at our school such as Backpack Buddies, Scholastic News or other grade-level publications, The Early Risers Club (for remedial support) and Bobcat Brainbuilders which is a tutoring program. Buena Vista volunteers work in the office, the health room, and the computer lab. They raise funds for our school through a variety of ways. Our PTA is an award winning organization. The PTA plays an integral part in Buena Vista's success.

### **Our Leaders**

Our principal is Dr. Ann K. Mohr. This is her eleventh year at this school. Dr. Mohr is in her 27<sup>th</sup> year of educational service. She holds a Bachelor's degree in Elementary Education from the University of Indianapolis, a Master's degree in Elementary Education with Gifted and Talented Certification from Ball State University, an Educational Specialist's degree in Administration and Supervision from Converse College and her Doctorate in Educational Administration from the University of South Carolina. She also holds certification in

Mathematics for grades K-12. Dr. Mohr has worked as a Gifted and Talented teacher in grades 1-6, taught 4<sup>th</sup> grade, and has taught mathematics in grades 5-8. She served as assistant principal for four years at Oakview Elementary and as principal of Laurel Creek Elementary before accepting the position of principal of Buena Vista Elementary.

Our assistant principal is Kristen Hill. This is her first year serving the Buena Vista community. She holds a Bachelor's degree in Elementary Education and a Master's degree in Educational Leadership from Clemson University. Ms. Hill is currently a doctoral student at Clemson University. She has taught first grad and served for four years as an Administrative Assistant at Summit Drive Elementary before accepting the position as Assistant Principal of Buena Vista this year.

## **History of Buena Vista**

In southeastern Greenville County, twelve miles from the village originally known as Pleasantburg, was a rich section of land between the Enoree River and its Tributary, Rocky Creek. From the earliest times, it had been known as Buena Vista. The origin of the name is unknown. This section was centered on what is today the crossroads of Pelham Road, SC Highway 14, and Batesville Road.

The land changed hands several times between 1810 and 1833. William Bates and Joshua Kilgore formed a partnership for a factory called, the Buena Vista Factory. Bates later opened another textile mill at the shoals of Rocky Creek called Batesville and the community was named the same. Five-pound packages of yarn were used as legal tender in an area short on money. Records from the post office show that between 1830 and 1860 around 400 people were in this area. Several structures dating from this period still survive: The William Bates House and one remaining house built for mill workers probably between 1812 and 1830.

In the mid 1840's Mr. Bates became partners with Thomas Cox and Henry P. Hammett to form William Bates and Company. In 1863, the Batesville Mill was sold in confederate currency to a Charleston, S. C. group. With the collapse of the confederacy, the mill returned to Bates' ownership.

William Bates died in 1872 and is buried in what is now the Ebenezer United Methodist Church cemetery. Henry Hammett continued the mill's operation after his death. The Civil War and Reconstruction dealt a blow to the prosperity of Buena Vista. In 1879, the mill was sold to George Putnam, owner of Camperdown Mills on the Reedy River in Greenville. After his death, his daughter, Mary Putnam Gridley, assumed the management of Batesville Mill, becoming the only woman president of a cotton mill in the south. Mrs. Gridley successfully ran the mill until the early 1900's.

The mill changed hands several times until the late 1920's when it closed as a cotton mill. In the early 1970's it became a restaurant, The Old Mill Stream. The Old Batesville Mill then became Fatz Café, which burned in 1998.

In 1830, Mr. Arthur Barnwell, native of South Carolina, had become wealthy in Pelham, New York. Mr. Barnwell bought the factory at Buena Vista and renamed the mill town and mill,

“Pelham”. In 1880, he completed his home, a beautiful Queen Ann style house, across the river from the mill. The house, now a Bed and Breakfast Inn, still stands today.

The Pelham Manufacturing Co. remained in operation until 1935. After the closure of both the Pelham and Batesville Mills, the activity of the Buena Vista area began to decrease. Many former employees went to work in factories in Greenville, Greer, and Simpsonville. By the early 1960’s Buena Vista was a quiet farming community with few reminders of the industrial past.

In the early 1970’s a site on Batesville Road was chosen by the school district for a new elementary school to serve the burgeoning East Side. A district-wide contest was held in 1983 for the district elementary school students to compete to name the new school.

At Pelham Road Elementary, Mrs. Doris Hefners’s fifth grade class had just been on a field trip to the Batesville/Pelham/Buena Vista area. Mrs. David Ward, present owner of the William Bates House and local historian, guided them. After learning of the history of the area, Mrs. Hefner’s students discussed a number of names but picked “Buena Vista” as their entry for the contest. And in June 1983, the site officially became that of the future Buena Vista Elementary School.

Buena Vista was dedicated on Sunday, November 17, 1985 with Dr. Roy Truby officiating. It was a new beginning but its name gave it added ties to an eventful past of an historic community. Mrs. Judith F. Greene was the first principal of Buena Vista. She passed Away in January of 1991. The school opened with 650 students. The school faculty was combined with faculty from Brushy Creek Elementary School.

Mrs. Barbara A. Barlow, 2<sup>nd</sup> principal, remained in that position from 1992 until January of 2001. Mrs. Brenda Byrd served as the interim principal from January to May of 2001. In May of 2001, Dr. Ann Mohr was appointed as principal of Buena Vista and began her tenure in school year 2001-2002. The current enrollment is approximately 820 students. Buena Vista has been through many changes, and it continues to grow and change daily as we strive to educate the leaders of tomorrow.

## **Facilities**

Buena Vista, one of 53 elementary schools in The School District of Greenville County, is a public, suburban school which serves kindergarten through grade five. The school was built in 1984 and currently houses 820 students and 52 instructional staff members. Buena Vista Elementary is located in Greer, South Carolina.

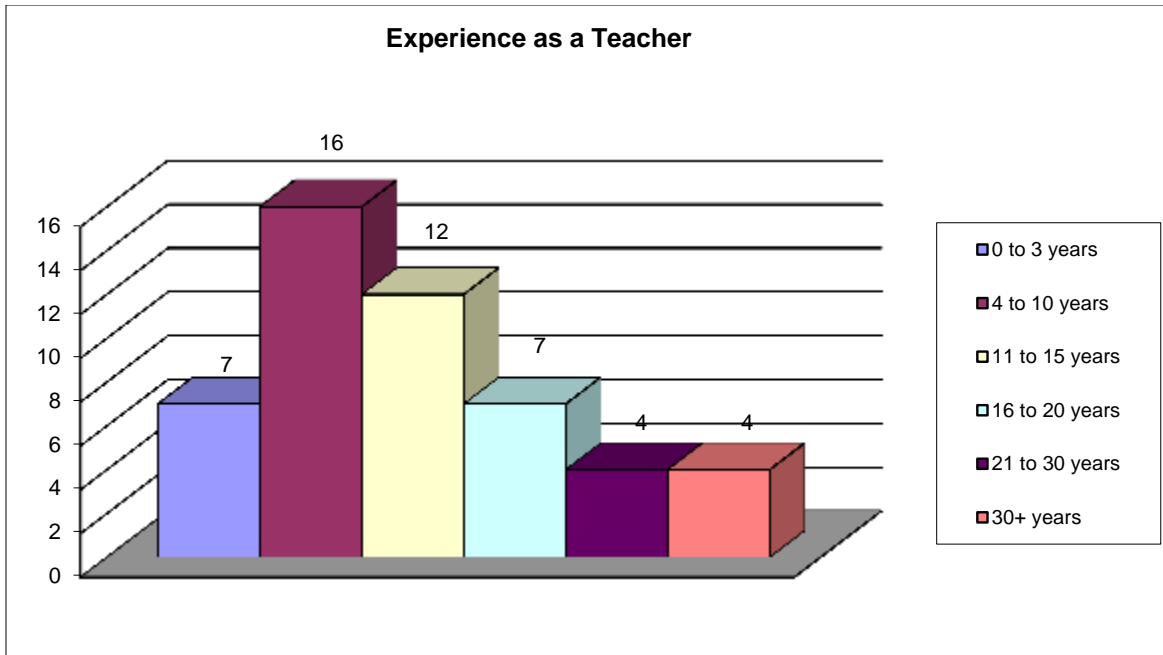
The facilities at Buena Vista consist of 45 classrooms plus 1 n-computing computer lab, a science lab, a cafeteria, a multipurpose room, and a library. Construction of a new wing addition was finished in the summer of 2005. The floor plan has a unique configuration; classrooms are clustered together around a common work area and conference room. Most of the clusters are mixed grade levels.



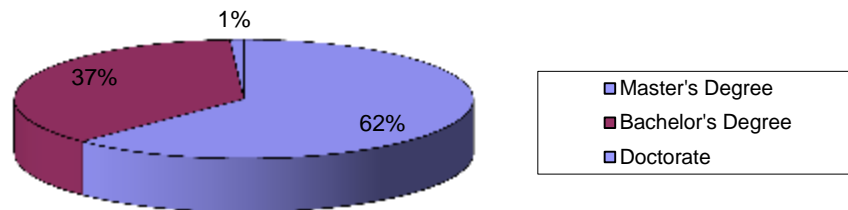
### **School Personnel Data**

The staff at Buena Vista includes: 36 regular teachers, 7 specialists, 6 special education teachers, a full time and a half time guidance counselor, and 1 ESOL teacher. We welcomed thirteen new teachers to our staff this year. Our Instructional Coach works with all teachers to improve student achievement. One of the most extraordinary strengths of this staff is its ability to deal with change. All teachers strive to create a classroom and school climate that is nurturing and conducive to learning for all students. There are currently 9 males and 75 females working at Buena Vista. Four staff members are African American, one is Asian, and 79 are Caucasian.

The following graphs show the teachers' overall number of years of experience as well as a comparison of degrees held by our teachers. In addition to this data, we also have six teachers who hold National Board Certificates and several teachers who are teaching as a second career. Forty-five teachers have successfully completed computer proficiency classes for educators, and 7 teachers are not yet required to take Intel as they wait for their professional certificates.



### Teaching Degrees Held at Buena Vista



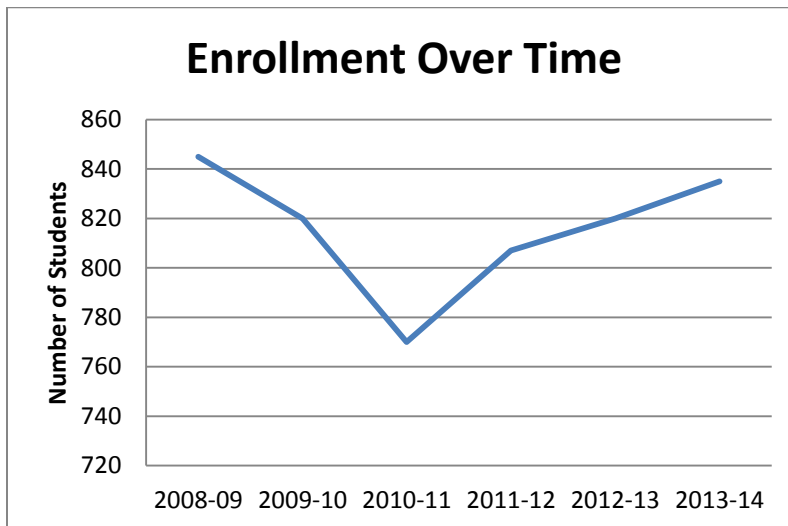
Additional personnel include the school principal, assistant principal, secretary, attendance clerk, .5 office clerk, plant engineer and his staff, media specialist and media clerk, and 7 food services workers. Six bus drivers also provide services to students.

Other support personnel available to assist in meeting the needs of Buena Vista students include five kindergarten paraprofessionals, 4 special education paraprofessional, the district psychologist, 1 school nurse, 2 speech and language specialists, a physical therapist, an occupational therapist, and an English as a Second Language (ESOL) teacher. Our

student/teacher ratio is 25 to 1 in Kindergarten, 21.5 to 1 in grades first through third, and 25.5 to 1 in grades four and five.

### Buena Vista Elementary Students

Grade Level	Total In Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
0	117 72 / 45	11 9 / 2	23 14 / 9	10 7 / 3	1 1 / 0	6 4 / 2	0 0 / 0	66 37 / 29	0 0 / 0
1	150 67 / 83	18 6 / 12	26 12 / 14	10 3 / 7	0 0 / 0	10 5 / 5	0 0 / 0	86 41 / 45	0 0 / 0
2	152 77 / 75	9 4 / 5	10 6 / 4	8 4 / 4	0 0 / 0	8 4 / 4	0 0 / 0	117 59 / 58	0 0 / 0
3	138 75 / 63	17 13 / 4	16 8 / 8	6 3 / 3	1 0 / 1	5 4 / 1	0 0 / 0	93 47 / 46	0 0 / 0
4	141 75 / 66	13 7 / 6	19 10 / 9	11 6 / 5	0 0 / 0	2 2 / 0	0 0 / 0	96 50 / 46	0 0 / 0
5	136 67 / 69	17 10 / 7	11 7 / 4	8 2 / 6	0 0 / 0	1 1 / 0	0 0 / 0	99 47 / 52	0 0 / 0
Total	834 433 / 401	85 49 / 36	105 57 / 48	53 25 / 28	2 1 / 1	32 20 / 12	0 0 / 0	557 281 / 276	0 0 / 0





Currently, the student enrollment at Buena Vista is made up of 6 percent Hispanic, 67 percent Caucasian, 13 percent African-American, 10 percent Asian and 5 percent “Other”. Our overall population remains Caucasian. The primary home languages, in order of student enrollment, are English, Spanish, and Indian dialects. Slight changes in demographics reveal a decrease in the percentage of Caucasians with an increase in the Hispanic population. The changes in the other categories are statistically insignificant. Services are provided by a trained ESOL teacher to our ESOL student population. Twenty-eight percent of our student population falls below the poverty index. This number is based on the number of students who receive free and reduced priced meals and Medicaid. The level of FARMS (Free and Reduced Meal Students) has increased slightly over time.

Buena Vista and the school district strive to meet the needs of all children. Support programs in special education are in place to assist children. Buena Vista Elementary has two self-contained, primary special education classrooms and two resource Learning Lab classes. One full-time and one part-time speech teacher work with students in a pull out schedule. An itinerant teacher for the hearing impaired, a physical therapist, and an occupational therapist come to Buena Vista to work with identified students. The Challenge program includes identified students at grades 3-5. This district program is taught by a qualified teacher and follows a prescribed curriculum. Each quarter, students participate in units of study that are curriculum based.

Communication between the home and the school is important to each child’s success. Currently, 93% of the Buena Vista families report having computers in the home with internet access. The school maintains a website. Each teacher has an individual website where weekly newsletters and curriculum updates are posted. Each teacher and administrator has an e-mail account which provides easy access for communication

### **Attendance and Mobility**

Student attendance rates at Buena Vista have remained steady over the past few years. Buena Vista has an average student daily attendance rate of approximately 97 percent. Enrollment numbers increase/decrease approximately 10 percent annually. The mobility rate is currently at about 10.5 percent. This number is based on the number of students moving in or out of our student population during the school year.

### **Major Academic and Behavioral Features**

- RtI Reading Intervention at K and 1(serves approximately 65 students per year)

- Compass Learning in Reading and Math at all grade levels
- RIT band instruction in math at grades 2-5 (highly differentiated instruction based on demonstrated student performance/need)
- Implementation of Fountas & Pinnell Balanced Literacy Model in all classrooms
- Everyday Counts Calendar Math at every grade level
- Early Risers Cub for grades 3, 4, and 5 (a remediation program offered before school for underachieving students)
- Bobcat Brainbuilder's Program (in-house tutoring for students of all ages)
- Extended Day Program Enrichment Clubs in math, science, Health/Wellness/Fitness, technology
- Faculty Initiatives with Collaborative Learning Communities and *7 Habits of Highly Successful People* (both of which directly impact student learning)
- Guidance program: *The 7 Habits of Highly Successful Students*
- Fully implemented School-wide discipline plan
- Healthy School Initiative and member of the CATCH program
- SHI grant winner 2014
- Third year of a pilot program for the Collaborative Family Instructional Model (one cluster of classes with a class of 1<sup>st</sup>, 2<sup>nd</sup>, two 3<sup>rd</sup>s, 4<sup>th</sup>, and 5<sup>th</sup> grades; core math and language instruction is done across grade levels in flexible groups) Within this instructional model, project based learning addresses science and social studies standards and is implement in multi-age groups.

The mission of Buena Vista Elementary School is to educate students while supporting them socially and emotionally as they develop into responsible 21<sup>st</sup> Century learners.

The vision of Buena Vista Elementary School is to offer a challenging, progressive, character-building, common core curriculum that enables students to become self-directed learners. We envision students who have a well-developed self-esteem and are open-minded. Our students will become creative problem solvers and independent thinkers who are prepared for the challenges of the 21<sup>st</sup> Century.

#### Our Beliefs

1. We believe all members of the Buena Vista community are active learners.
2. We believe social, emotional, and intellectual skills can be learned.
3. We believe a supportive learning environment is characterized by safety, mutual respect, communication, and collaboration among all stakeholders.
4. We believe learning occurs for a variety of reasons, including high expectations, mastery of skills, curiosity, and preparation for the future.
5. We believe learning occurs best through a wide variety of experiences targeting different ability levels and styles of learning, modeling, and technology-rich experiences with hands-on and real-life applications.
6. We believe learning is enhanced by applied technology, the integration of the arts, and a research and project-based curriculum.
7. We believe ongoing assessment and the tracking of long term goals are critical to continuous improvement. We believe assessment results should be shared.

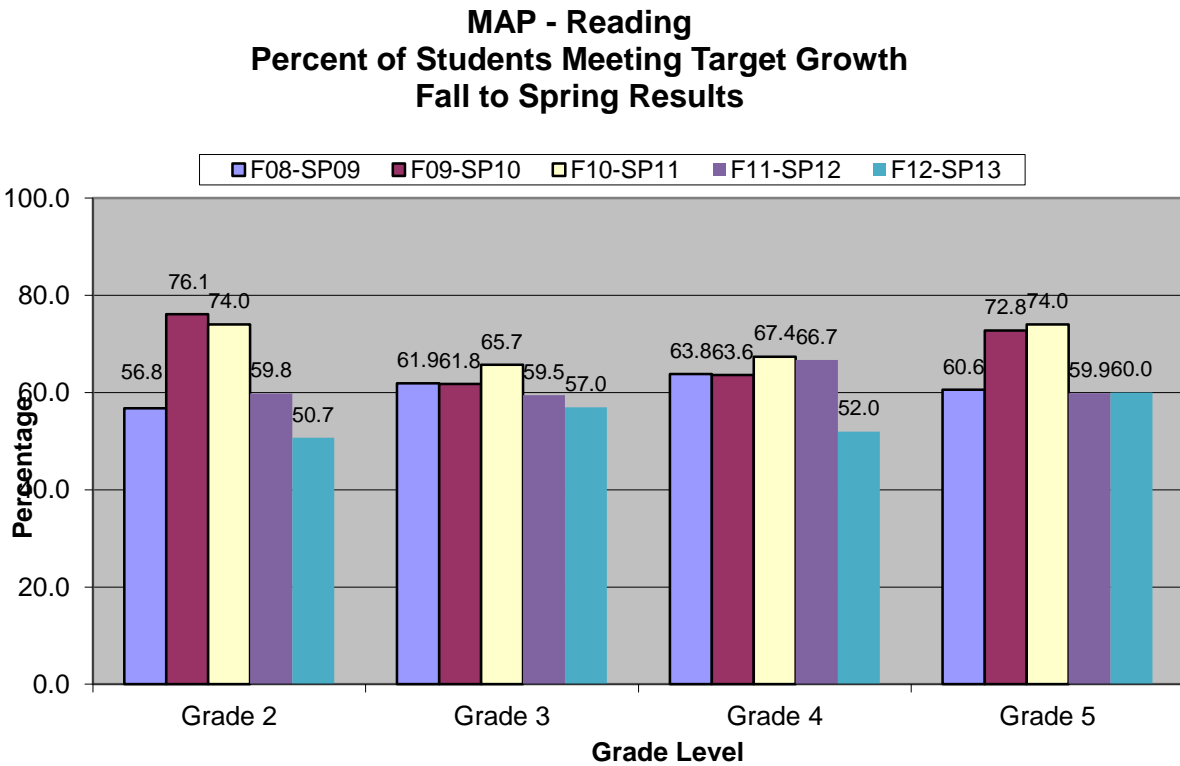
## DATA ANALYSIS AND NEEDS ASSESSMENT –

*Note: This section is continuously being updated. It is truly a work in progress.*

### GENERAL TEST INFORMATION

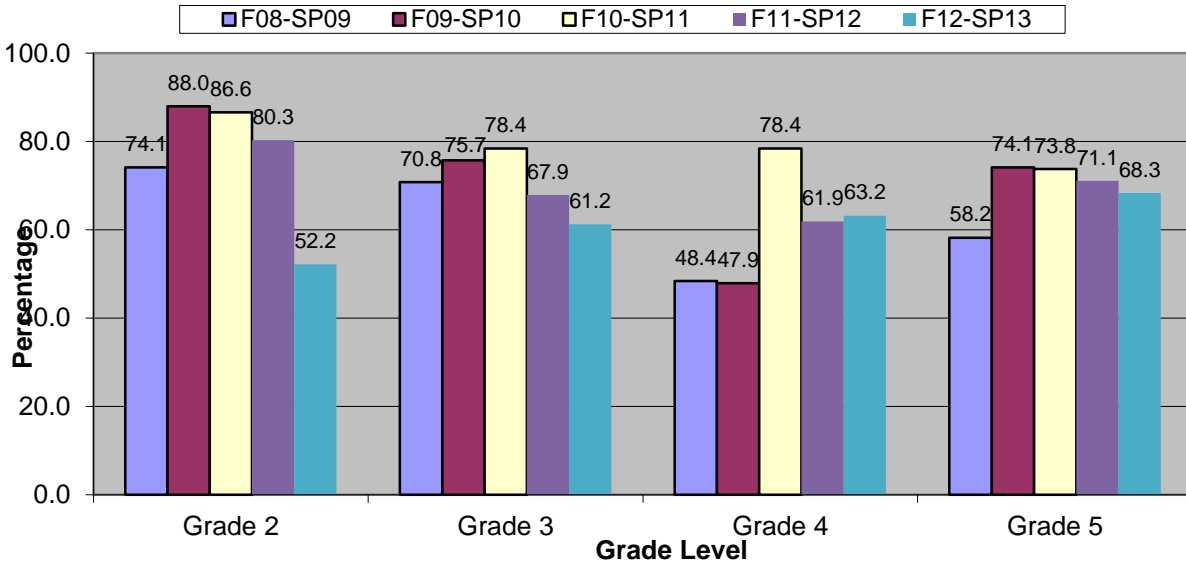
The State Department mandates that all students in grades 3-5 take a South-Carolina criterion-referenced, standards-based test. In the spring of 2009, the PASS test was adopted as the state's new criterion referenced test. The Iowa Test of Basic Skills (ITBS) is Greenville County's choice of norm-referenced test at second grade. In addition, Greenville County administers Measures of Academic Progress (MAP) at the elementary level in math and reading in grades 2-5. Administering MAP is optional in grades k and 1.

### MAP TESTING DATA



Our MAP data shows that in reading, our students have achieved high levels of academic success. This graph shows reading performance, by grade level, for the past five school years. It shows the percentage of students meeting their annual RIT growth target.

**MAP - Math**  
**Percent of Students Meeting Target Growth**  
**Fall to Spring Results**



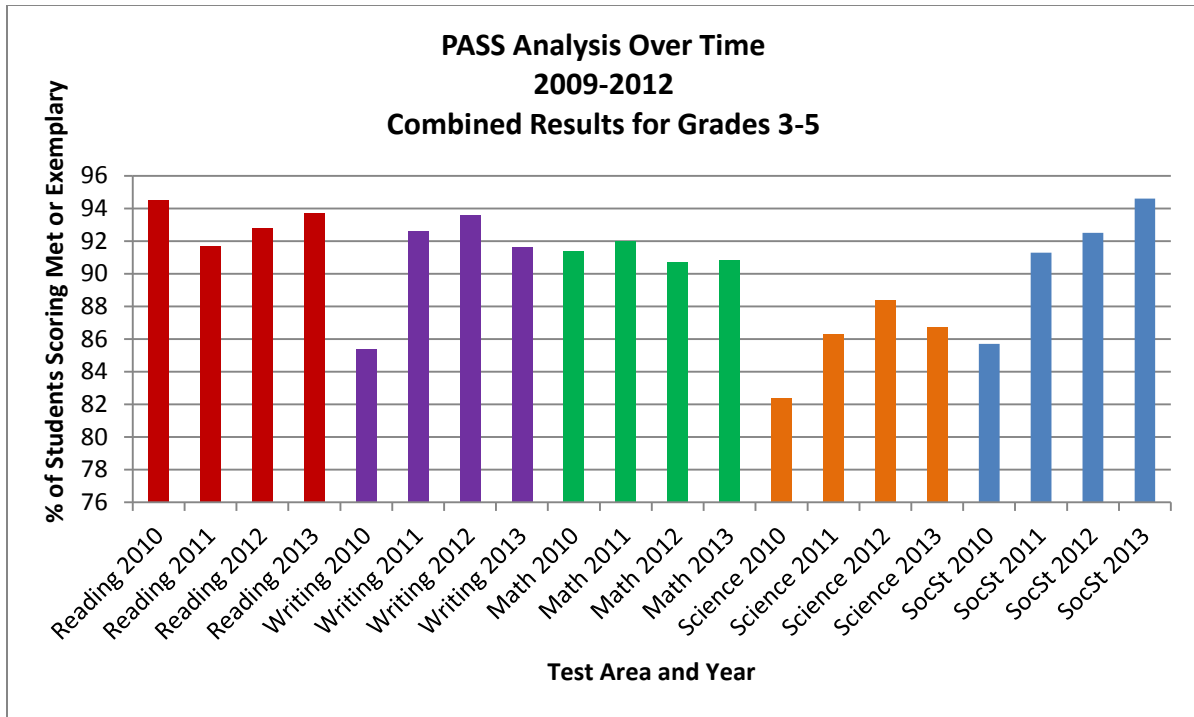
Similarly, our students have also achieved high levels of academic success in math. The graph above shows math MAP performance, by grade level, for the past five school years. It shows the percentage of students meeting their annual RIT growth target.

As we analyzed the MAP data, we also compared Buena Vista’s overall RIT scores for both math and reading to district mean and norm group mean data. With one exception, Buena Vista students outperform both the national groups and the Greenville County groups.

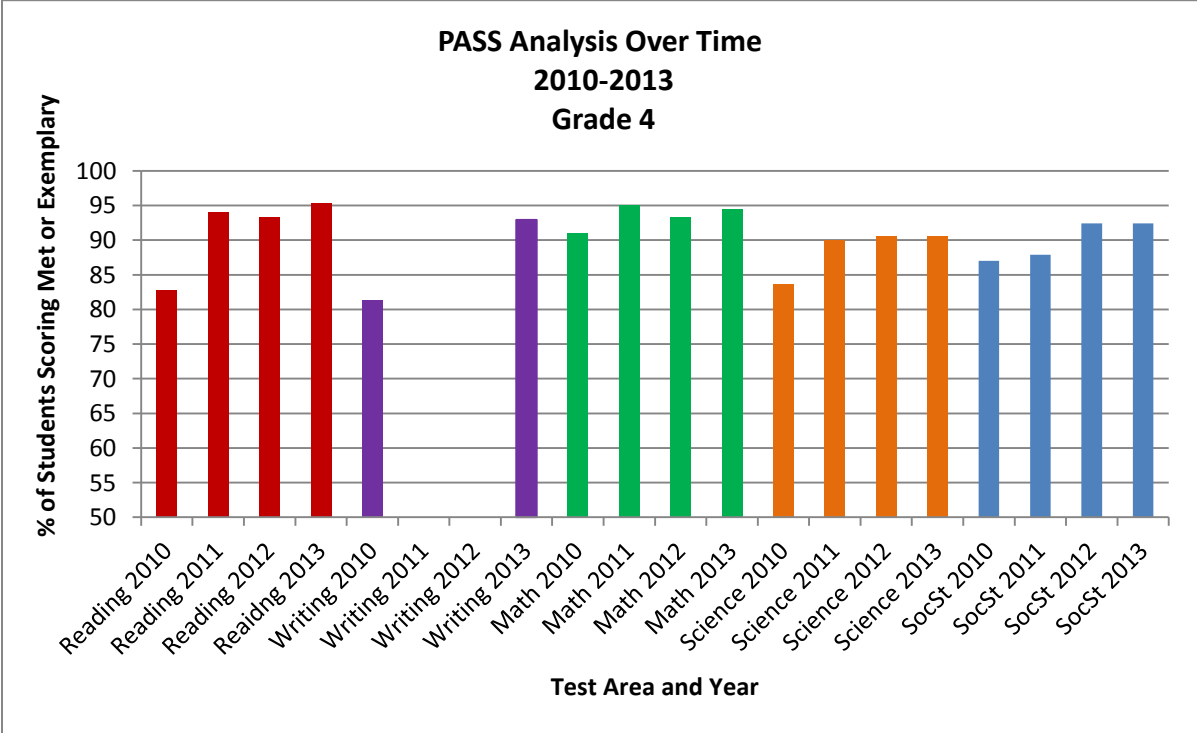
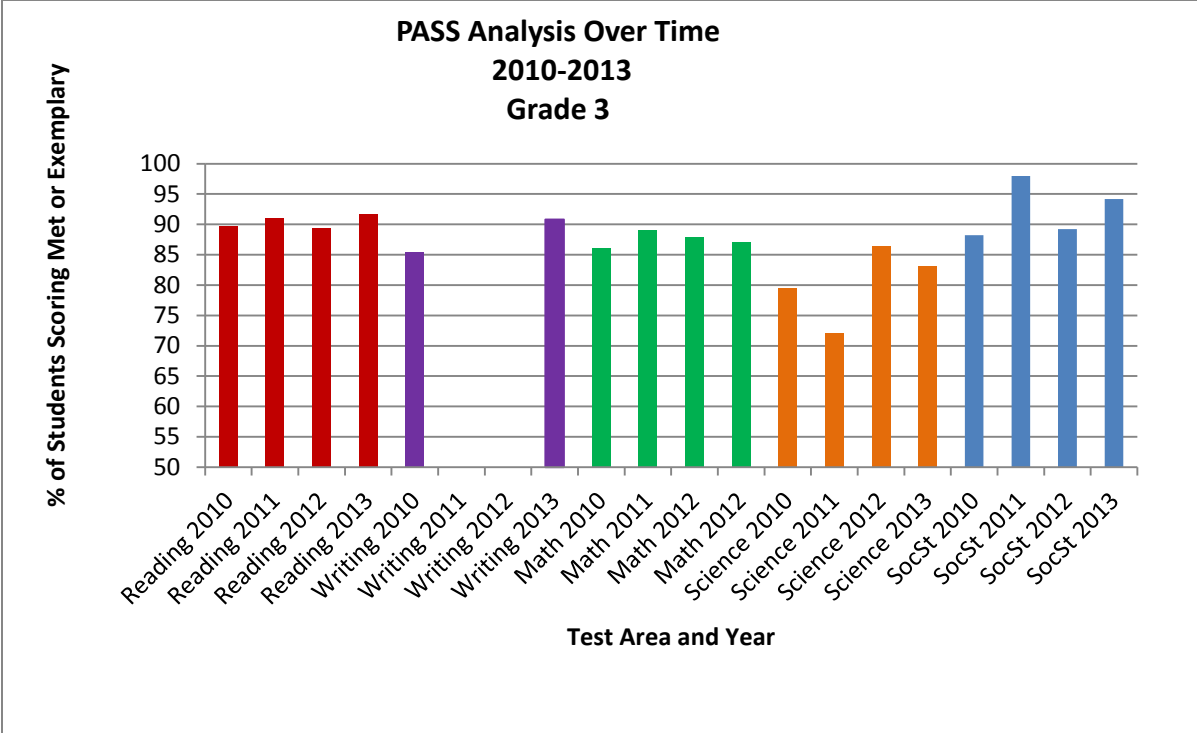
We are currently awaiting our final MAP data reports for the spring 2014 administration. Prior to the 2013-14 school year, NWEA made changes to the MAP test so that questions more closely aligned to common core standards. We are expecting a higher level of rigor as a result. At the same time, NWEA added more technology-enhanced questions. We do not know whether these changes will make any impact on our achievement results for the 2014 school year.

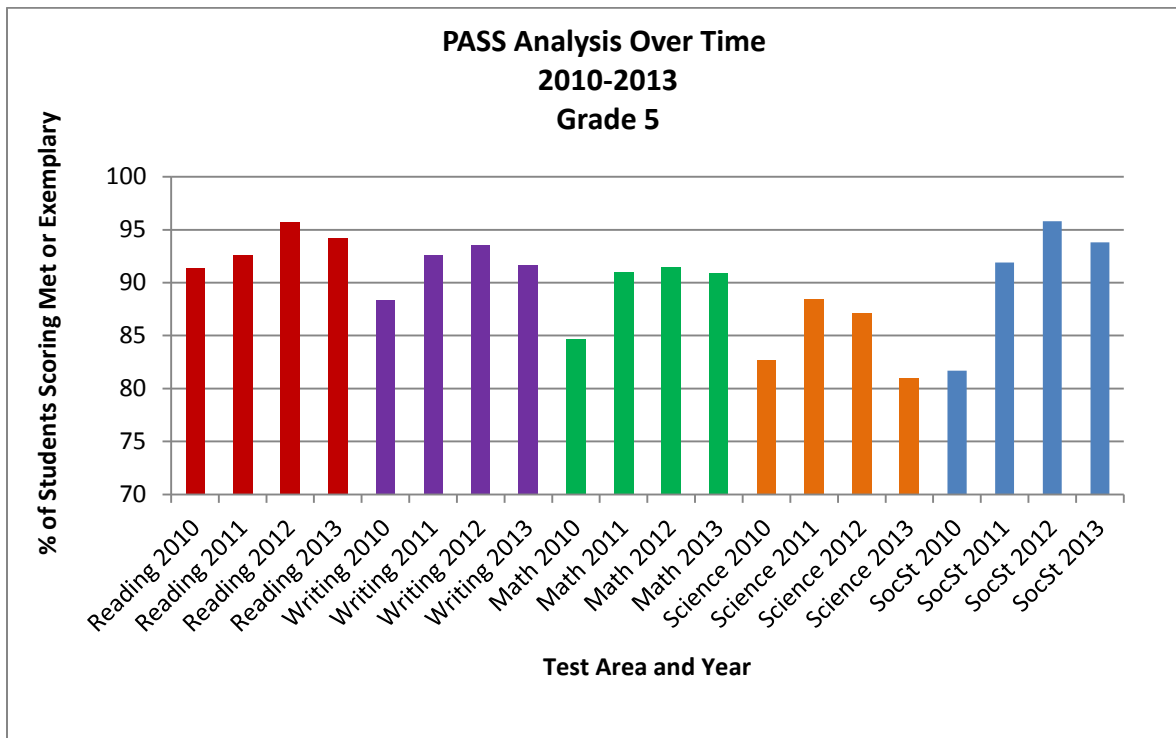
**PASS TESTING DATA**

The following data shows our PASS data from the 2010, 2011, 2012, and 2013 administrations. The figures show the percentage of students meeting standard (scoring Met or Exemplary). The data in the first graph is a snapshot of the overall school results in grades 3-5, combined.



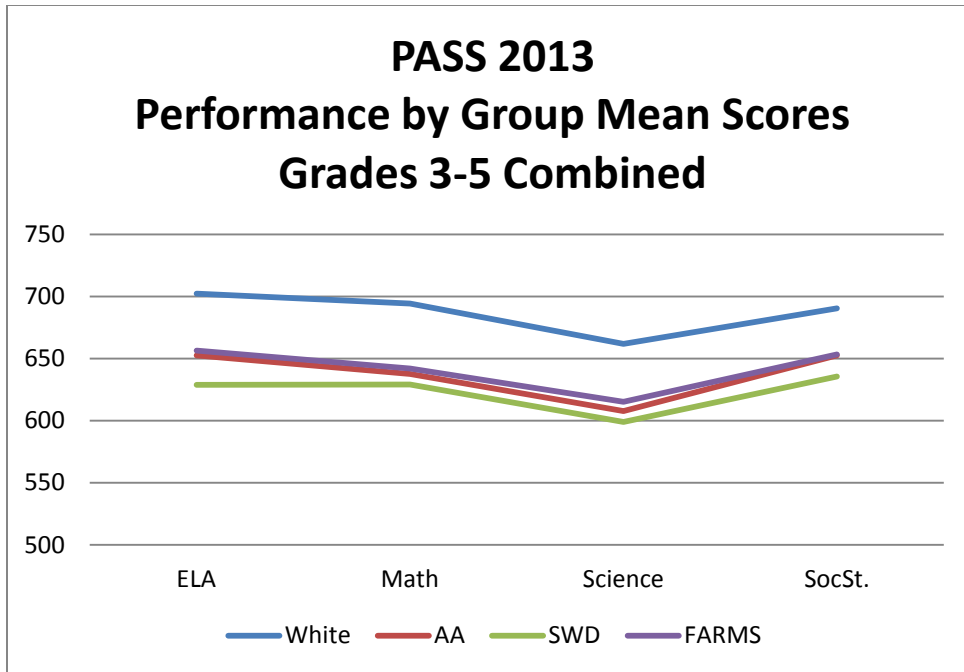
The next three graphs show the same information disaggregated by grade level. This breakdown by grade level shows initial trends at each grade level. We now have enough PASS data to be able to use it to make solid instructional decisions.



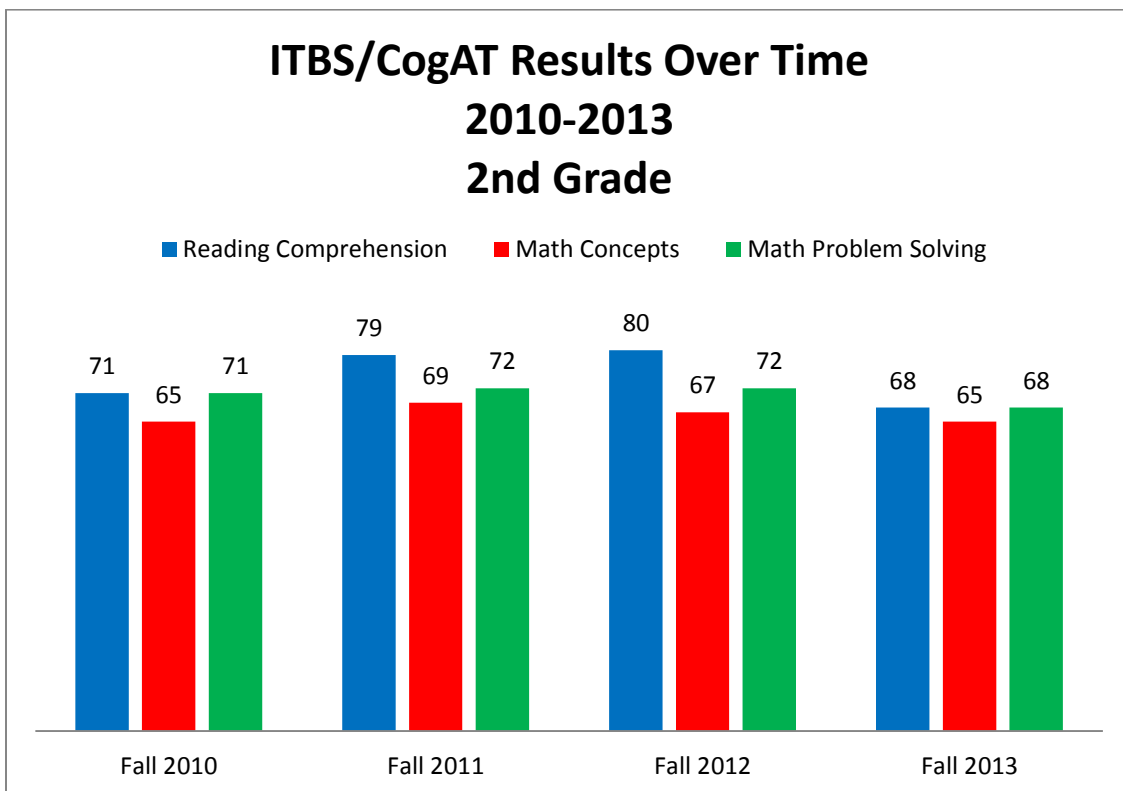


The next graph illustrates results disaggregated by subgroups. Currently, Buena Vista is tracking results in the following areas: All Students, White Students, African American Students, Students with Disabilities (SWD), Free and Reduced Meal Students (FARMS), and Full Pay Students. This information is presented for the entire testing group, grade 3-5 (combined) by subject area.





The next graph illustrates our last four administrations of ITBS at Grade 2. The numbers represent national percentile ranks. We are exceptionally pleased with these results considering that the district expectation is to meet or exceed the 50<sup>th</sup> percentile in each category.



## **Needs Assessment Summary:**

The challenge that we face at Buena Vista is to continue to maintain our high level of student achievement. Changes in staff, instructional models, standards, and student demographics are all to be expected. We must continue to find ways to face those changes while ensuring that our students reach their academic potential. We will continue to address the needs of our subgroups, especially our African American students, our student with disabilities, and subsidized meal students. Currently, our students in those groups are meeting and exceeding the district expectations; however, as the expectations increase from year to year, in a short while, our students will no longer meet that goal.

In the area of teacher and administrator quality, we will continue to hold high expectations in order to maintain our high level of success. We follow the district guidelines for professional development and for teacher mentoring and evaluation. One idea that came out of the self-evaluation process was to improve our in-house peer coaching strategies. Currently, peer coaching is only used regularly for our newest staff members. However, the faculty feels that expanding this to include our entire staff would bring strong results.

Last, we considered our school climate. According to the indicators that we used, our parents, students, and staff are all well-pleased with the school climate. However, one frustration that we feel could easily be addressed is in the area of technology support from the district. Our administrators and our PTA have made significant effort to keep Buena Vista on the front of the technology wave. We have a considerable number of devices to enhance learning, but if there is not enough tech support to assist with maintenance and repairs in a timely manner, then instruction is impacted. On a related note, an area of improvement would also be to upgrade cabinetry and storage in the older part of our building. This would help with organization and function. This was reflected in our school climate self-assessment.

**SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) at 91.5%

**ANNUAL OBJECTIVE:** Annually maintain the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	91.5	91.5	<b>91.5</b>	<b>91.5</b>	<b>91.5</b>
School Actual	93.6	91.5					
District Projected	X	X	78.8	79.8	<b>80.8</b>	<b>81.8</b>	<b>82.8</b>
District Actual	77.8	78.8					

Baseline data from 2011-12 is based upon 5<sup>th</sup> and 8<sup>th</sup> grade scores only. Projected performance is based upon 3<sup>rd</sup> through 8<sup>th</sup> grade scores.  
 \*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**PASS % ELA**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) at 93.8%.

**ANNUAL OBJECTIVE** Annually maintain the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) at 93.8%.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>School Projected</b>	X	X	93.8	93.8	93.8	93.8	92.8
<b>School Actual</b>	92.8	93.8					
<b>District Projected</b>	X	X	79.0	80.0	81.0	82.0	83.0
<b>District Actual</b>	78.0	80.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	695	695					
Male	687	685					
Female	702	703					
White	699	702					
African-American	663	653					
Asian/Pacific Islander	713	711					
Hispanic	n/a	n/a					
American Indian/Alaskan	n/a	n/a					
Disabled	634	629					
Limited English Proficient	689	697					
Subsidized Meals	660	656					

<b>ELA - District - Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
<b>All Students</b>	671.1	672					
<b>Male</b>	665.7	666.7					
<b>Female</b>	676.8	677.6					
<b>White</b>	685.1	684.6					
<b>African-American</b>	644.4	648.3					
<b>Asian/Pacific Islander</b>	696.1	697.5					
<b>Hispanic</b>	650.8	653.4					
<b>American Indian/Alaskan</b>	688.2	677.3					
<b>Disabled</b>	614.9	618.2					
<b>Limited English Proficient</b>	654.9	657.2					
<b>Subsidized Meals</b>	649.2	652.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** **Maintain** the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) at 90.8%.

**ANNUAL OBJECTIVE:** Annually, **maintain** the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) at 90.8%.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	<b>90.8</b>	<b>90.8</b>	<b>90.8</b>	<b>90.8</b>	<b>90.8</b>
School Actual	90.7	90.8					
District Projected	X	X	<b>78.4</b>	<b>79.4</b>	<b>80.4</b>	<b>81.4</b>	<b>82.4</b>
District Actual	77.4	77.3					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

<b>Math - School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	630	635	<b>640</b>	<b>645</b>	<b>650</b>	<b>655</b>	<b>660</b>
Actual Performance							
All Students	688	688					
Male	688	684					
Female	688	692					
White	691	694					
African-American	639	<b>638</b>					
Asian/Pacific Islander	726	727					
Hispanic	n/a	n/a					
American Indian/Alaskan	n/a	n/a					
Disabled	625	<b>629</b>					
Limited English Proficient	703	712					
Subsidized Meals	646	<b>642</b>					



<b>Math - District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
<b>All Students</b>	664.8	664.0					
<b>Male</b>	665.3	663.6					
<b>Female</b>	664.3	664.4					
<b>White</b>	677.8	677.3					
<b>African-American</b>	636.8	634.5					
<b>Asian/Pacific Islander</b>	703.1	701.1					
<b>Hispanic</b>	649.0	650.6					
<b>American Indian/Alaskan</b>	668.4	674.4					
<b>Disabled</b>	607.9	606.9					
<b>Limited English Proficient</b>	656.1	657.6					
<b>Subsidized Meals</b>	643.6	643.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**PASS % TESTED**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

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

<b>% Tested ELA – School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	95.0	95.0	95.0	95.0	95.0	95.0	95.0
<b>Actual Performance</b>							
<b>All Students</b>	100	100					
<b>Male</b>	100	100					
<b>Female</b>	100	100					
<b>White</b>	100	100					
<b>African-American</b>	100	100					
<b>Asian/Pacific Islander</b>	100	100					
<b>Hispanic</b>	n/a	n/a					
<b>American Indian/Alaskan</b>	n/a	n/a					
<b>Disabled</b>	100	100					
<b>Limited English Proficient</b>	100	100					
<b>Subsidized Meals</b>	100	100					

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	99.9					
Male	99.9	99.9					
Female	99.9	100.0					
White	99.9	100.0					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100.0					
Hispanic	99.9	99.8					
American Indian/Alaskan	100.0	100.0					
Disabled	99.2	99.6					
Limited English Proficient	99.8	99.8					
Subsidized Meals	99.8	99.9					

<b>% Tested Math – School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	100	100					
Asian/Pacific Islander	100	100					
Hispanic	n/a	n/a					
American Indian/Alaskan	n/a	n/a					
Disabled	100	100					
Limited English Proficient	100	100					
Subsidized Meals	100	100					

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/Alaskan	100.0	100.0					
Disabled	99.8	99.7					
Limited English Proficient	99.9	100.0					
Subsidized Meals	99.9	100.0					

100.0

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS % SCIENCE

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 86.7% in 2012 to 89.2% in 2018.

**ANNUAL OBJECTIVE:** Increase by .5 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	87.2	87.7	88.2	88.7	89.2
School Actual	88.4	86.7					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

**PASS AVG. SCIENCE**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	651	655					
Male	650	655					
Female	651	656					
White	654	662					
African-American	621	608					
Asian/Pacific Islander	668	684					
Hispanic	n/a	n/a					
American Indian/Alaskan	n/a	n/a					
Disabled	603	599					
Limited English Proficient	654	669					
Subsidized Meals	622	615					

<b>Science - District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8	633.0					
Male	633.7	633.6					
Female	631.8	632.4					
White	645.2	646.2					
African-American	607.3	606.2					
Asian/Pacific Islander	655.9	660.5					
Hispanic	617.0	616.2					
American Indian/Alaskan	640.3	644.0					
Disabled	585.9	587.2					
Limited English Proficient	620.7	620.9					
Subsidized Meals	614.1	613.8					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

## PASS % SOCIAL STUDIES

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** **Maintain** the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) at 94.6%.

**ANNUAL OBJECTIVE:** Annually, **maintain** the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) at 94.6%.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	94.6	94.6	94.6	94.6	94.6
School Actual	92.5	94.6					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*



**PASS AVG. SOCIAL STUDIES**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

<b>Social Studies - School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	674	686					
Male	669	685					
Female	677	687					
White	679	691					
African-American	630	653					
Asian/Pacific Islander	695	708					
Hispanic	n/a	n/a					
American Indian/Alaskan	n/a	n/a					
Disabled	610	636					
Limited English Proficient	674	696					
Subsidized Meals	639	654					

<b>Social Studies - District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2	655.6					
Male	651.8	658.3					
Female	646.6	652.6					
White	661.3	667.6					
African-American	626.1	631.1					
Asian/Pacific Islander	676.9	683.5					
Hispanic	632.8	640.0					
American Indian/Alaskan	655.8	660.8					
Disabled	605.3	611.2					
Limited English Proficient	637.7	644.9					
Subsidized Meals	629.0	635.6					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Annually meet or exceed the national norm of 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

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

**DATA SOURCE(S):** Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected		50th %tile	50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual			68%tile				
Mathematics Concepts Projected		50th %tile	50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual			65%tile				
Mathematics Problems Projected		50th %tile	50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual			68%tile				

<b>District</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Reading Comprehension Projected		50th %tile	50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	67th %tile	66th %tile	67th %tile				
Mathematics Concepts Projected		50th %tile	50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	52nd %tile	50th %tile	49th %tile				
Mathematics Problems Projected		50th %tile	50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	58th %tile	55th %tile	57th %tile				

<b><u>STRATEGY Activity</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Estimated Cost</u></b>	<b><u>Funding Sources</u></b>	<b><u>Indicators of Implementation</u></b>
Just Think program in math and reading (gr 2) to strengthen analogies and number sense	August-October, annually	2 <sup>nd</sup> grade teachers, GT teacher, IC			Lesson plans, observations
Just Think program in math and reading (gr 1) to strengthen analogies and number sense	April-May, annually	1 <sup>st</sup> grade teachers, GT teacher, IC			Lesson plans, observations
Implement F&P with fidelity in K5 and 1 <sup>st</sup> grade		Teachers, Admin team			Walk through observations
Implement AIMSWEB/RtI with fidelity in K5 and 1 <sup>st</sup> grade		Teachers, Admin team			Walk through observations
Implement Compass software with fidelity 45 minutes per week.		Teachers, parents, Admin Team			Lesson plans, observations

## PROFESSIONAL DEVELOPMENT

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** Annually, maintain a level of 100% quality personnel in all positions.

**ANNUAL OBJECTIVE:** Annually, maintain a level of 100% quality personnel in all positions.

**DATA SOURCE(S):**

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0					

<u>STRATEGY</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
<u>Activity</u>					
Team Interviews for potential candidates with representation from grade levels as well as the administrative team	As needed	Teachers, Admin team			
Annual Professional Development based on school goals and needs of the teaching staff	Ongoing	Teachers, IC, Admin team			
Rigorous adherence to PAS-T evaluation system	Ongoing	Teachers, IC, Admin team			
Continued implementation of the M&M support for new staff members	Ongoing	Teachers, IC, Admin team			
Implement peer coaching					
Ensure that all teachers meet technology proficiency.	Ongoing	Teachers, IC, Admin team			

**STUDENT ATTENDANCE**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Maintain an annual student attendance rate of 97.1%.

**ANNUAL OBJECTIVE:** Maintain an annual student attendance rate of 97.1% or higher.

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	97.1	97.1	97.1	97.1	97.1
School Actual	97.3	97.1					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					



**PARENT SATISFACTION – LEARNING ENV.**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 91.4% in 2012 to 92.4% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 0.2 percentage point(s) annually parents who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	91.6	91.8	92.0	92.2	92.4
School Actual	94.6	91.4					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

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

## STUDENT SATISFACTION – LEARNING ENV.

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 89% in 2012 to 91.5% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .5 percentage point(s) annually students who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	89.5	90.0	90.5	91.0	91.5
School Actual	92.2	89.0					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7					

## TEACHER SATISFACTION – LEARNING ENV.

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 95.7% in 2012 to 96.7% by 2018.

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	95.9	96.1	96.3	96.5	96.7
School Actual	100.0	95.7					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

**PARENT SATISFACTION – SAFETY**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of parents who indicate that their child feels safe at school from 98.6 % in 2012 to 98.6 % by 2018.

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

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

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

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

**STUDENT SATISFACTION – SAFETY**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 91.5 % in 2012 to 94 % by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by .5 percentage point(s) annually students who feel safe at school during the school day.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	92.0	92.5	93.0	93.5	94.0
School Actual		91.5					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

**TEACHER SATISFACTION – SAFETY**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

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

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual		100.0					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
<b><u>ELA SPECIFIC</u></b>					
Implementation of Fountas and Pinnell, school-wide, including explicit, content-rich centers	ongoing	Administrative Team, IC, Teachers	Annual purchase of folders, additional books?	??	Yearend summary sheets, lesson plans
Focused writing instruction (Lucy Calkins program)	ongoing	Administrative Team, IC, Teachers	-	-	Lesson plans, observations
Use of GCS Writing Prompts with vertical and horizontal articulation	As directed by district	Teachers, IC	-	-	Data Analysis, meeting notes, lesson plans
<b><u>MATH SPECIFIC</u></b>					
Use of manipulatives, both concrete and electronic.	ongoing	Teachers	On hand	-	Lesson plans, observations
Consistent implementation of Every Day Counts Calendar Math, school-wide	ongoing	Administrative Team, IC, Teachers	On hand	District	Lesson plans, observations
<b><u>INTEGRATED OR GOOD FOR ALL</u></b>					
Use of GCS Atlas lessons, assessments, and pacing guides	ongoing	Teachers	Copying costs?		Data Analysis, Lesson plans, Grade level Loti
Integration of science and social studies into CCSS ELA and Math lessons	ongoing	Administrative Team, IC, Teachers	Leveled readers		Lesson plans, observations, samples of student

(through leveled non-fiction readers, writing activities, note booking, project based learning, etc.)					work
Interactive Note booking, school-wide, across all core subjects	ongoing	teachers	??/student (estimated)	Parents, PTA scholarship for FARMS students	Observations, student samples, lesson plans
Continued Use of Essential facts and/or Language of the Standards in Science and Social Studies in grades 2-5	ongoing	teachers	-	-	Observations, teacher data boards
Themed, school-wide writing days, targeting varied content areas and national holidays	quarterly	Administrative Team, IC, Teachers			Lesson plans, observations
Integrate across curriculum with grade level publications (Examples: Scholastic News, Time for Kids, USA Weekly, SC Weekly, etc.)	ongoing	teachers		PTA	Lesson plans, observations
Integration of PBL/STEM (Project Based Learning, specifically with Science, Technology, Engineering and Math) activities	ongoing	Teachers, Administrative Team, IC	Varies, most by donation		Lesson plans, observations
Standards-based Field Trips at each grade level (both traditional and virtual)	2 of each, annually	Administrative Team, IC, Teachers	Varies by trip	Parents, PTA	Field Trip Request Forms, lesson plans, observations



**DIFFERENTIATION AND/OR REMEDIATION**

RIT band instruction to differentiate learning for students in grades 2-5. (for classrooms not using cross-grade flexible grouping)	ongoing	Administrative Team, IC, Teachers	-	-	Observations, data analysis, grade level meeting notes
Remediation for targeted (subgroup) intermediate at-risk students through the Early Risers' Club	Oct-May, T/Th, 7:15-7:50 am	SIC volunteers, IC		PTA, SIC	Attendance logs, pre-post MAP data
Early Reading Intervention for Tier II students using Aimsweb and RTI (grades K, 1)	ongoing	Leadership Team, teachers – gr K-1	Materials on hand	district	PM data, observations, summary reports
Use of community resources to assist with differentiation and to enhance instruction (PTA Brain Builders, Riverside Cadets and Service Learning Students, Junior Achievement, Safety House, Fire Trucks, etc.)	ongoing	IC, Counselor, Goal Team and Grade Level Reps, teachers	-	-	Meeting notes, lesson plans, observations

**TECHNOLOGY-BASED**

Use of Technology tools to enhance instruction and to increase student engagement (PB/Active Inspire, iPads, laptops, BYOD, ActiveVotes and Expressions, etc.)	ongoing	Teachers, media specialist	Annual refurbishment	??	Observations, lesson plans
Incorporate software into	ongoing	Teachers, IC,			Observations,

lessons to deepen student understanding through STEM/STEAM/PBL approach (LEGO WEDO, STEMFuse, etc.)		Media Specialist			lesson plans
Strategic use of software and web-based activities for differentiation (ex: Brainpop, Compass Learning, Accelerated Reader, Spelling City, Discovery Ed, etc.) Particular emphasis will be paid to activities that will prepare students for SBAC computer-enhanced questions.	ongoing	Teachers, media specialist	New software or licenses? (Brainpop, F&P Apps, Success Maker, etc.)	??	Summary reports, lesson plans, observations

### **PLANNING AND DATA ANALYSIS**

Formative assessment to guide instruction (STAR testing, F&P leveling, MAP, unit pretests, etc.)	ongoing	IC, Teachers	Batteries, copy costs	??	Data analysis, lesson plans
Vertical and Horizontal discussions and data analysis will guide instructional planning	ongoing	Administrative Team, IC, Teachers	-	-	Data analysis, meeting summaries, lesson plans
Protected Common Planning times for each grade level and team	weekly	Administrative Team, IC, Teachers	-	-	Grade level loti, administrative observations

Please use the following link to access our 2012-13 School Report Card:

<http://www.ed.sc.gov/data/report-cards/2013/elem/c/e2301093.pdf>

Please use the following link to access the 2012-13 ESEA (Federal Accountability Rating System):

<http://ed.sc.gov/data/esea/2013/district.cfm?SID=2301>

or for Buena Vista's results:

<http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301093>