

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Diane Jackson
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Tigerville Elementary School
(As it should appear in the official records)

School Mailing Address 25 Tigerville Elementary School Road
(If address is P.O. Box, also include street address.)

Taylors SC 29687-7039
City State Zip Code+4 (9 digits total)

County Greenville County

Telephone (864) 355-4600 Fax (864) 355-4646
Web site/URL https://www.greenville.k12.sc.us/tig
ervil/ E-mail cdjackso@greenville.k12.sc.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. W. Burke Royster Ph.D
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail wroyster@greenville.k12.sc.us

District Name Greenville 01 Tel. (864) 355-3100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Crystal Ball O'Connor Ph.D
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 52 Elementary schools (includes K-8)
 - 24 Middle/Junior high schools
 - 18 High schools
 - 0 K-12 schools
- 94 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	13	9	22
K	24	17	41
1	19	18	37
2	18	18	36
3	33	28	61
4	22	16	38
5	23	20	43
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	152	126	278

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 3 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 10%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2016	286
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. English Language Learners (ELL) in the school: 1%
4 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Mandarin

7. Students eligible for free/reduced-priced meals: 46%
Total number students who qualify: 129

8. Students receiving special education services: 14 %
39 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>3</u> Developmentally Delayed | <u>21</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Our school is student-centered and we go "above and beyond" to ensure that each child's needs (emotionally, socially, and academically) are met.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Tigerville Elementary School, situated in the heart of a small, rural, mountain community, was first built in 1866 as a one-room schoolhouse. The community feels pride and ownership of the school. In fact, before the year 2000, the community rallied together to prevent our school from closing or being converted to a child development center. The school moved from a traditional wooden schoolhouse structure into a bright, cheerful child-friendly building over a decade ago. Today the school serves 282 students in four-year-old kindergarten through fifth grade. Currently, we have 54 students with special permission to attend our school. Universal breakfast, a free breakfast/snack program, is available to all of our students. Our poverty index is 47.4, and we believe this to be relatively inaccurate because our parents are proud and do not complete the free and reduced forms offered.

As a small school, several challenges appear in the way of funding. A low student population equals lower funds in general. Additionally, a smaller school has a smaller PTA and smaller fundraising capabilities. The majority of our parents are blue-collar labor workers. It is not uncommon that our current students represent the third generation of Tigerville families to come through our school. While being small presents funding hurdles, it gives the faculty and staff greater opportunities to work with students and invest in the individual child. Each day administration, teachers, and staff members greet each child by name; we are truly a family. While our size can be a great weakness, it presents our greatest opportunity.

The traditions at Tigerville are many and focus on the entire child and families of our students. Our school is considered the hub of the community. We host various evening and weekend events to support our students and their families. Activities include, but are not limited to, Fifth Grade Manners Luncheon, Clay Night, Grandparents' Day, Harvest Luncheon, Family Fitness, and BINGO for Books. These are events that our families look forward to, and the attendance at these have grown each year. This integration of all aspects of curriculum helps us to educate the whole child while building positive family relationships.

At Tigerville, we have a vision for educating the whole child. This philosophy is embodied in our vision statement: "Where Children Are At The Top." Our days start and end with the children as the impetus for all we do. The day begins with early morning entrance (7:30) to most classrooms. Early morning entrance gives students a chance to focus their attention on getting ready for the school day as well as providing time for casual student/teacher interactions. It also gives teachers time to provide enrichment and additional help with specific skills to early arrivers. The arts program is integrated into the curriculum with academic vocabulary in Art and Library classes, math processes and skills in PE and music, literacy skills in guidance, art, music, speech, and library classes. All grade levels provide our students with cultural and curriculum-based field trip experiences throughout each school year. After school, the child is still the focus. Our small school has multiple extra-curricular clubs such as running club, chorus, art club, student council, beta club, morning news team, and Wee Deliver to name a few. All of our clubs are an extension of classroom curriculum. For example, Wee Deliver provides students with opportunities to practice writing friendly letters and using the U.S. Postal system. The chorus performs a full children's musical each spring, Beta club and student council lead our school with community service projects and tutoring. The morning news show gives team members a time to practice public speaking and viewers awareness of possible future career choices.

Beyond the classroom, Tigerville has tremendous support. The Tigerville PTA actively participates at all school functions and assists in hosting several family/community events at our school. From Meet the Teacher to Open House, the PTA stresses the importance of home-to-school relationships. Furthermore, Tigerville receives additional support through the Cliffs' Resident Outreach group. This outstanding organization provides monetary and physical support for our school. They assisted our school's technology initiative to provide iPads and Chromebooks to each classroom. Annually, they participate in a tutoring/mentoring program to help students academically and socially. Depending on the needs of the child, volunteers may work with academic needs such as math fast facts or basic reading skill. Community mentors also volunteer to work with students during lunch or breakfast to help with their social/emotional needs. This child-centered focus at Tigerville provides additional reinforcement to the faculty and staff to educate the whole child. An old African proverb, "it takes a village to raise a child," captures the true

essence of Tigerville Elementary School. We attribute our academic and emotional student success to this “all in” approach.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Tigerville’s core curriculum is multi-faceted. Faculty and staff conversations are data-driven and used to establish vertical team norms and school initiatives. All lesson plans are based on the Learning Focused format. The curricula foundations for all content areas lies first in: the state standards/indicators, the district’s breakdown of standards (knows/dos) found in the Rubicon Atlas scope and sequence pacing guide, and individual classroom students’ needs.

Tigerville’s teachers are lifelong learners that strive to keep current on new developments in technology, integration of curriculum, and the utilization of vertical teaming. Tigerville faculty is flexible and forgiving, as well as willing to stop to regroup if that is in the best interest of their students.

In addition to the curricula foundations for all content listed above, Reading/ELA’s curriculum is based on the Fountas and Pinnell balanced literacy approach. This approach utilizes small, fluid guided reading groups based on individual student reading levels determined through formal and informal benchmarking, anecdotal notes and teacher observations. The administrative team, support staff, and community volunteers all assist with the implementation of these groups. The Balanced Literacy Specialist and Literacy Mentors (primary and intermediate) provide additional support for Reading. They share and model effective ELA strategies with other faculty members. Our school incorporates Project Read components such as phonics, grammar, and writing instruction in all grade levels to further enhance student achievement. Teacher/student-created anchor charts are the foundation of Reading/ELA mini-lessons in our classrooms. These anchor charts serve as a teaching tool not just for that day of instruction, but as a student reference tool throughout the unit and school year.

As noted above, the implementation of a schoolwide Fast Facts initiative five years ago has extended Math’s curricula foundations. This extension was in response to a need for students to master basic computation facts (addition, subtraction, multiplication, division) at each grade level. Each year goals setting takes place through vertical teaming. Each grade “owns” components of the four basic math operations and each grade level builds on the skills from the previous year and allows students opportunities to move beyond that grade level’s expectations. At the beginning of each school year, teachers talk about how well-prepared the children are with knowing their basic math facts. Goals have steadily increased in rigor based on student progress each year in surpassing set goals. As in Reading, our teachers also incorporate daily small, flexible math groups that are formed and served based on the same criteria as the Reading small groups.

Science and Social Studies at Tigerville do not take a back seat to the core Reading/ELA/Math curricula. The curriculum foundations described above apply to both of these disciplines as well. In the area of Social Studies, field trips and in-house speakers support content. Other extensions of this curriculum include Career Day, Veterans’ Day, and numerous community-based food/toy drives that directly correlate with our district’s G+ Graduation Career Cluster and College Readiness initiative. The curriculum foundations have further support through the integration of informational and literary text units, novel studies, articles, electronic research, and leveled texts. Interactive notebooking in both Science and Social Studies provides opportunities for our students to respond to the standards and indicators of both disciplines.

Science’s curriculum foundations are extended and supported through field trips to Greenville’s Roper Mountain Science Center, Virtual Science Lab experiences for fourth and fifth grades, hands-on experiments, and project-based learning experiences. District science kits provide our teachers and students with experiments, lesson plans, resources and assessments for each unit of study. Gifted and Talented students (grades 3-5) participate in STEAM/STEM project-based learning experiences that support both the Social Studies and Science curriculums for these grade levels.

The foundation of our 4K program focuses on building background knowledge for our students through immersion of language and concepts of print. This immersion takes the form of a print-rich classroom environment and ongoing opportunities for students to explore words through the use of pictures and books.

This curriculum focuses on the whole child by further immersing our students in real world opportunities known as learning centers. Through these centers, students practice how to interact socially while learning academically. This classroom prepares our students with the background knowledge and the stamina needed for progression throughout the grade levels.

2. Other Curriculum Areas:

Our related arts team works side by side with classroom teachers to enhance students' acquisition of essential skills to become twenty-first-century learners. Kindergarten through fifth grades meets weekly for Art, Music, PE, and Library for 50 minutes. Our preschool (4K) meets for 30 minutes weekly. Kindergarten through fifth grades meets biweekly for 50 minutes with our guidance counselor. Our preschool (4K) meet for 30 minutes biweekly. Each related arts support a vocabulary emphasis with a weekly "Wow Word" display outside their doors. These "Wow Words" are generated from weekly grade level meetings.

The library media center supports all students and staff members with curriculum and technology needs. The lessons support English Language Arts (ELA) and Social Studies standards and integrate technology across the grade levels. The librarian serves as the point person for technology-related issues. Our students are one-to-one with Chromebooks in grades three through five and one-to-one with either iPads or Chromebooks in grades K5 through second. This technology is integrated into classrooms and used for formative and summative assessments, and assignments. Additional iPads and Chrome Books are available for related arts and support staff to support technology-based lessons in their classrooms. Our librarian also hosts our daily morning show. Students conduct this show, and it is a forum for highlighting birthdays, special school events, historical references, career awareness, and vocabulary. The vocabulary component (word of the day) in the morning show was added as a result of a schoolwide awareness and need. Students are challenged to use inferencing skills to understand the meaning each day of this specific vocabulary word. Secondly, there is Foreign Language Friday to introduce students to the word of the day in Spanish. One of our very own bilingual students leads this program. Furthermore, the library houses a reading collection with 21-to-1 books to student ratio, as well as a professional collection for faculty lesson planning.

Our guidance counselor focuses on helping students learn about possible future careers through career cluster groups, and she also promotes character attributes each month. Our guidance counselor conducts small student groups during breakfast based on individual needs such as impulse control, friendship, new to the school, etc. Her schedule allows for flexibility throughout the school day in case a need arises.

The physical education component at Tigerville provides students with essential twenty-first-century skills such as teamwork, accountability, and respect, as well as a positive emphasis on stamina and perseverance. Beyond the Physical Education Standards for the state of South Carolina, the physical education classroom supports grade level content areas such as "fast facts" (addition, subtraction, multiplication, and division), vocabulary enhancement, geometry concepts and measurement. Support for health and nutrition standards come through several Family Fitness Nights throughout the year and an annual Health Fair. Family Fitness Nights entail children and parents participating in fitness activities. Running, fitness stations, basketball, and dancing are all activities featured during this time. Our annual Health Fair promotes healthy snacks and recipes for these snacks to attendees. Each grade level creates a snack to share at this event. Our physical education teacher shares information about the importance of a healthy lifestyle.

The art instruction includes collaboration with classroom teachers to integrate grade level math and social studies standards into mutual goals of instruction. Artwork created during this class is the predominant basis of our hallway and office decorations. Each year, an artist in residence is funded by the community to provide a cultural opportunity for our students using different mediums to create projects.

Academically, the music class ties in naturally with math, ELA, and social studies standards. For example, dividing music by beats per measure corresponds directly to fractions and grouping. Music also reflects the culture and is a very important part of storytelling by setting the tone and mood of the action. Students learn to read music and follow the patterns of notation which relates to reading and writing in the content curriculum. Extracurricular music opportunities include chorus, who perform a dinner theater style musical

each year. These experiences provide students with the soft skills of confidence, performance etiquette, and showmanship.

3. Instructional Methods, Interventions, and Assessments:

At Tigerville, we use whole group, small group and individual instruction models to address our students' needs. Interventions are intentional models of instruction based on data from formative and summative assessments as well as our individual student needs. Intervention takes many forms at our school and is an integral part of student learning. For example, even though the school day begins at 8:00 a.m., you can walk throughout the building and see intervention taking place beginning at 7:30 each day since most of our faculty open their classroom doors to allow students early access in preparing for their learning day. Other examples of interventions at Tigerville include kindergarten aides working with individual students three mornings a week on letters, sounds, and number recognition, the special education teacher, instructional coach, administration, and related arts team working with small groups every morning for individual remediation based on their most recent benchmark testing results. The literacy and instructional specialists also provide early morning intervention. Tiered intervention takes place through Early Reading Intervention (ERI), Leveled Literacy Intervention (LLI) (1st-2nd), Edmark (3rd, 5th), and Spire (3rd-5th). The resource primarily is a combination of inclusion with some instances of the pull-out model if prescribed in students' individual education plans.

Speech and language services are not only provided to students with disabilities, but also to students in general education. The speech therapist pushes into the 4K classroom 20 minutes weekly and pushes into both 5K classes 30 minutes weekly. Instruction focuses on phonemic awareness, auditory perception, articulation, oral expression, and story grammar. Some of the tools and programs used include Sounds in Motion, Braided the Story Braid, the Story Grammar Marker, and the Expanding Expression Tool. In addition to whole-class speech and language support in kindergarten, direct and individualized interventions provide further assistance on an as-needed basis to students throughout the school through Early Intervening Services (EIS).

Assessment data comes from a variety of sources at our school: SC READY ELA and Math assessments (grades 3-5), MAP testing (2nd and 5th grades), SC PASS Science and Social Studies (grades 4 and 5), Kindergarten Readiness assessment, K4 MYIGDIS assessment, Fountas and Pinnell Reading Benchmarking, CASE TE21 benchmarking, and classroom formative and summative assessments. Grade level and vertical teams collaborate to analyze data during weekly meetings with the principal, instructional coach, resource teacher and literacy specialist to create small learning groups. Student progress is continuously tracked using formative assessments such as: "ticket out the door" questions assigned in Google Classroom, post-it note "exit tickets," teachers' anecdotal notes and observations to provide teachers with immediate feedback regarding student understanding within these small groups. Summative assessments take place at the end of each unit of study. These assessments vary in format: paper and pencil, electronic assessments, project-based assessments, small group projects, and weekly cold read quizzes. The tests are a combination of multiple choice, open response, multiple-part questions, and multiple correct answer questions. A student needs board is updated weekly listing students' specific needs in reading, math, and "other" by grade level. This board serves as a blueprint for the creation of small groups.

In addition to meeting the needs of struggling students, equal attention is given focusing on students that are "approaching" or "met." This instruction is pushing students to the next level. "Bubble students" – those students within a few points of meeting or exceeding standard receive a large focus of this instruction. Moving students becomes more and more challenging as our state test scores rise. Ongoing discussions are held with all faculty members to increase the rigor of scaffolding in our lower grades to, in turn, enable our tested grade students to score even higher than in years past. By providing a stronger foundation at an earlier age, we have seen steady growth in all content areas. When setting schoolwide, grade level, and teacher goals each year, Tigerville is not content to rest on their scores. Our teachers always push their goals a few points higher each year. Students create individual goals each year, and they can talk to you about their data regarding their strengths and challenges. Our students can also tell you how they are tackling their own personal challenges.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

When you enter our school, you enter a place that feels happy and welcoming. Our front office greets each visitor and immediately makes them feel at home. We work together to problem solve and pull together to meet students' needs. It is our main goal to ensure that students feel safe, comfortable, encouraged, supported and challenged. Staff members go out of their way to say good morning, good afternoon, have a good weekend, etc. to every single child.

We hold monthly award ceremonies to honor students who have excelled in music, P.E, art, typing, attendance, and character education. We have a variety of clubs and activities for students to participate in before, during, and after school. These activities include running club, art club, chorus, BETA club, student council, drama club, etc. Our school participates in a "Wee Deliver" post office program. This program focuses on students and staff writing letters to each other, and our third-grade students deliver them to the classrooms. "Wee Deliver" builds bonds and relationships between students and staff members alike.

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As a staff, we believe that positivity comes from the top. It is embedded in the culture of the building. Our administration has an open-door policy and is present in the school building which helps develop positive mindsets throughout the entire school. Each morning our principal visits every classroom personally to greet everyone. During weekly staff meetings, we dedicate the first ten to fifteen minutes for shout-outs. These shout-outs include accolades, sharing of success stories, and personal accomplishments. As a way to show appreciation and thanks to our faculty and staff, administration provides duty-free and catered lunches, jeans passes, staff recognition through emails, morning news, and afternoon announcements. Our staff feels that they are treated as equals, their opinions and time matter, and their voices are heard. Our school atmosphere consists of having honest conversations that lead to learning and growing together. Essentially, this is the feeling and culture of Tigerville.

Our positive climate is fostered further through the implementation of the Love and Logic philosophy of discipline with our students. The basis of Love and Logic is to change behaviors rather than "a quick fix" through immediate consequences. Teachers and students collaboratively work through discipline situations (within reason) and establish consequences based on the behaviors. Therefore, discipline issues remain minimal, and there is mutual respect among all students and adults in the building. Across the years, it is apparent that teachers and students both have extreme pride in Tigerville. We go out of our way to form lasting relationships with our students and families. In cases that students from middle school and high school actively come back to visit old teachers or volunteer to participate in school activities.

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2. Engaging Families and Community:

Our students' well-being is key to academic success. Local churches and nonprofit organizations provide weekend food backpacks, book bags with school supplies, student personal needs (clothing, hygiene, personal needs, etc.), Thanksgiving meals, and Christmas gifts for families as needed. Partners in Public Education also generously provide ten free books and book bags for every student (on each students' personal reading level) as well as sponsor a summer family reading night with additional free books to attendees. Tutoring is available for students through our Cliffs Residence Organization volunteers. Mentoring and tutoring are also available from high school students, local college students, and Upstate Mentors.

We feel that home/school relationships are the basis for our students' success. Teachers utilize technology to communicate student achievement, upcoming school events, as well as classroom activities to parents. Parent/family communication also takes place through face to face conferences, emails, school messenger announcements, school Facebook page, Class Do Jo, and weekly teacher newsletters. The school hosts various after-school events that are open, to our current and past school families. Our school events include: Meet the Teacher, Family Fitness, Fall/Spring Festival, Holiday Bash, Health Fair, Color Run, Arts Showcase, Dinner Theater, Enchanted Library, Clay Night, Veterans Day Program, Dinner Theater, monthly student award assemblies, end of year grade level awards days, and Field Day. Some of these events are made possible by donations from our community.

To further involve the parents and community in our future, the School Improvement Council and PTA meet regularly to share thoughts and ideas on how to improve the school environment. To encourage and recognize our students to continue to strive for excellence, we hold monthly awards ceremonies, send home monthly encouragement postcards, and hold student-led parent conferences. We feel student-led conferences ultimately make our students take responsibility for setting and achieving their goals. Students who know their own data are more likely to succeed and take pride in reaching their goals.

Former students of our school often give back by volunteering through such organizations as JROTC, Eagle Scouts, high school and college athletics. Each year we have former elementary students who job shadow our teachers because of the impact these teachers have made in their lives.

3. Professional Development:

Our SC READY, MAP and summative assessments have shown for the past few years that vocabulary and writing are two areas not growing as rapidly as we would like. This data has manifested itself in intentional professional development through Project Read training, as well as vertical teaming to develop schoolwide content vocabulary and writing rubrics.

Many of our faculty and staff attended graduate courses at another school offered through Project Read and came back to share with our administrative team how they felt our entire faculty and students could benefit from additional coursework offered. We were able to secure graduate courses to be held on site, 100% of our faculty participated in this "optional professional development." Through this additional training in vocabulary and writing, student writing and reading performances are beginning to show growth; but most importantly, student understanding is evident when observing classrooms and analyzing assessments.

Our approach to "beginning with the end in mind" (Covey) sets the stage for all decision making regarding professional development. Tigerville is unique regarding incorporating new learning into our teaching. We do not pressure our staff to jump from one "program" to another; but rather ask them to try bits and pieces of new ideas with their students to get their feet wet. Based on the feedback from teachers, additional professional development may result. This gradual adoption of new strategies has always proven to be the

best not only for our teachers but our students. Teachers can take the time to fully learn and apply new strategies with their students at their own pace (within reason), and in the manner, their individual classrooms learn.

This year's professional development also focused on reviewing the 9 Essential Skills for the Love and Logic Classroom Curriculum. This professional development resulted from the end of year conferences with the principal, where teachers expressed that our school was beginning to decline in regard to the implementation of Love and Logic previously adopted. It is amazing how much closer this professional development has brought our faculty together. The shared stories of instances of using Love and Logic with students and family members have made for a collegial approach to the application of this professional development, as well as moments of laughter and humor during share-outs. Our teachers are visibly less stressed and feel that instructional time has been recovered as a result of this professional development.

4. School Leadership:

Our school's philosophy is grounded in one principle: children first. This philosophy began with the principal setting the tone and modeling expectations. She has a clear vision that guides all decisions. The administration is not alone regarding supporting this principle. Rather, it is merely one piece in a well-oiled machine full of leaders. Leaders that step up even when not asked. Leaders who see the value of respect and meaningful conversations involving data and our students. Leaders that share the common vision that being genuine and establishing relationships is the key to our students' success.

Our principal recognizes the value of a determined coalition through the creation of a "leadership team" consisting not only of administrators but also of a group of well-respected staff members. These members range from the media specialist to the office clerk. The principal also recognizes the importance of getting buy-in to change by first getting consensus from the members of the leadership team before presenting it to the faculty council (which is everybody). Principal surveys indicate that faculty feels supported, are respected, and are involved in the decision-making process at our school.

Leadership opportunities are pervasive throughout our building. Teachers and staff are involved in continual student-centered conversations. These conversations take place during daily grade level meetings, weekly meetings with the administrative team, and through other various forms of communication (emails, texts, phone calls, etc.). It is not uncommon for teachers and other staff members to be involved in emails and texts at night and the weekend regarding ideas for continuous school improvement. Our students are also considered leaders in our school. Each grade level makes up our student council. These students lead community and school projects. Our students as a whole also set goals, know their data, and participate in student-led conferences.

Through passionate leadership and a tenacious vision, a culture exists that embraces our philosophy with data and students first as the driving force of all decision making. Everyone's vision encompasses what is best for students, and the adults are not the consideration when it comes to spending, scheduling, grouping, or creating rosters. In other words, everyone and everything at Tigerville are grounded in our child first philosophy.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Our most instrumental practice to student success and ultimately school success is our “all in” approach. Our faculty and staff are willing to come in early, stay late, or forfeit planning times in order to meet the needs of our children. This selfless, child-first philosophy is what has created this “all in” approach.

Our first point of contact is our front office, which exemplifies our vision: “Where Children Are At The Top!” Our front office never complains that “it’s not their job” when asked to do such tasks as work with a group of students, assist in other areas of the building, or help with the dismissal of students. To be quite honest, everyone in our building puts their own needs second to the needs of our students. Our teachers talk with emotion and passion when trying to problem solve on how to improve student learning or address students’ emotional needs. Their students become their families, and it is such a unique culture like no other school any of us have ever visited. For example, when a teacher mentions a child that doesn’t have shoes or appropriate clothing, someone from our school (whoever is available at the time) goes to the store to purchase these items. Our front office puts together snack bags for students who have expressed that they are hungry after leaving our school. These bags are picked up during daily dismissal. We are a small gem in the mountains of South Carolina that produces well-prepared students who love each other and their school. Our school’s pride is everywhere you look and definitely a result of the “all in” culture. Our students take up for each other and help one another without malice or disrespect. Our higher achieving students will often help a struggling student without being asked because these children have grown up together in this small and caring environment.

It is hard to imagine all of the working parts and puzzle pieces that we assemble and tear apart each day to do what is best for our students. But since it is the vision of everyone here to do whatever it takes, no one from the outside looking in would know because we make adjustments seamlessly. This flexibility and willingness to adjust are why we have been able to create a cooperative, family environment where children know they can depend on us. Our school revolves around an all-in, child-centered environment that encompasses our motto and drives all we do: “Where Children Are At The Top!”