

East North Street Academy of Math & Science
Principal: Mrs. Nancy M. Brantley
Greenville County Schools
Superintendent: Mr. Burke Royster
STRATEGIC PLAN FOR 2013-2014 THROUGH 2017-2018



SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL:

DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 (*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. Saylors		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jake Patton		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Nancy M. Brantley		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1720 East North Street – Greenville SC 29607

SCHOOL'S TELEPHONE: (864) 355 2900

PRINCIPAL'S E-MAIL ADDRESS: nbrantle@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	Nancy M. Brantley
2. TEACHER	Diane Davis (TOY)
3. PARENT/GUARDIAN	Stephanie Garcia
4. COMMUNITY MEMBER	Diane Beaty
5. SCHOOL IMPROVEMENT COUNCIL	Jake Patton
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>
Instructional Coach	Susan Baskin-Jones
Math Coach	Katrina Epps
Assistant Principal	Lakeisha Rainey
Title I Facilitator	Joyce Joy
Guidance Counselor	Vanessa Norman
Magnet Coordinator	Jennifer Brown
Parent Involvement Coordinator	Gabriela Alford-Rueda

***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.



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).



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).



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.



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*.



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.



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).



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.



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.



Coordination of Act 135 Initiatives with Other Federal, State, and District Program

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

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Introduction:

The PASS data was disaggregated by leadership team in August 2013. In August we shared PASS info correlated to school demographics with faculty, staff, community members, parents, and SIC members. The data was shared at monthly SIC and PTA meetings. In September we looked at MAP for grades 2-5 and benchmarks for grades 5K – 5th. Instructional decisions were made to implement intervention and enrichment for students. During September, school goals and monitoring strategies were developed based on needs assessments and shared with our area district superintendent.

Progress was shared with SIC members on the first Monday of each month. Discussion and input from members were received at this time. A parent involvement plan was developed collaboratively with parents and adopted in October. Based on the data analysis, PD was provided in the areas of : common assessments/item analysis; ActiveInspire; Active Expressions; Common Core Standards, Latitude Tens; and Balanced Literacy through Fountas & Pinnell. The district Title I Technology Facilitator, Gresham Brown, provided a yearlong PD using the ActiveExpressions technology to incorporate student involvement and facilitate data analysis into our daily lessons.

MAP was administered two more times, mid-winter and in the spring. The data was used to identify students that would benefit from tutoring. Parents and teachers were surveyed for needs assessment. It was determined that our instructional program was meeting the needs of all stakeholders. Leadership and SIC received summaries of the surveys and formulated plans to address needs.

Portfolio Committee:

Alford-Rueda, Gabriela – Parent Involvement Coordinator – Parent Representative
Amon, Tammy – Math Coach – Provided Intervention & Enrichment
Baskin-Jones, Susan – Instructional Coach – Provided Professional Development
Brantley, Nancy – Principal – School Plan and how it fits into the District Vision
Brown, Gresham – Title I Technology Facilitator – Latitude Ten & Active Expression Trainings
Brown, Jennifer – Magnet Coordinator
Davis, Diane – Reading Coach – Provided Intervention & Enrichment
Epps, Katrina – Math Coach – Provided Intervention & Enrichment
Harrison, Edwina – PTA President and SIC Member – Parent Representative
Joy, Joyce – Title I Facilitator – Disaggregated Data
Norman, Vanessa – Guidance Counselor – Teacher Representative
Rainey, Lakeisha – Assistant Principal – School Plan

Executive Summary:

Needs Assessment or findings for student achievement:

East North Street Academy is a Greenville County Magnet School for Math and Science which receives additional funding from Title I. We have 655 students enrolled in grades K4 through 5th grade. Of the 655 students: 129 are magnet students; 1.4% are Asian; 47.6% are African American; 26.1% are Hispanic; 5% are multiracial; and 19.9% are Caucasian. Our subgroups for AYP or AMOs under ESEA Waiver are: All; Male; Female; White; African American; Hispanic; Limited English Proficient; and Subsidized Meals. Disabilities was not a subgroup last year because they separated our SC-ALT students from our resource and speech. This year our resource and speech is at 29, which is one less than is needed for a subgroup.

We met 100% of the annual measurable objectives in ELA and Math. We met 88.75% of the objectives in science. We met 50% of the objectives in social studies. We had a total grade of 96.9%. All of our ELA and Math averages from last year with the standard error of measure added would meet the 635 annual measurable objectives for this year. In all of the present subgroups reading would meet or exceed the objective through 2016 and math would meet or exceed the objective through 2015. Without the standard error measure added to last year's averages all subgroups would meet this year's annual measurable objective except for the African-American subgroup in math. Math PASS scores are showing great improvement for the subgroup ranging from +2.9 for the LEP subgroup to +11.2 for the disabled subgroup, but the school averages are still lagging behind the ELA averages. We feel as if we are on the right track and our focus needs to be on improving on the implementation of our present programs and adapting strategies to meet the challenges of common core and the smarter balance assessment.

Needs Assessment or findings for teacher and administrator quality:

• Quality	2011	2012	2013
• Teacher Retention	93.1%	91.6%	91.1%
• Teacher Attendance	94.5%	94.5%	95.1%
• Teachers with Advanced Degrees	57.8%	58.3%	58.0%
• Continuing Contract Teachers	95.6%	89.6%	82.0%
• PD Days / Teacher	8.1%	12.2%	9.4%
• Teachers w/ Technology Proficiency	100%	100%	100.0%

Needs Assessment or findings for school climate:

Evaluation Topics	2011	2012	2013
Number of Surveys Returned			
Teachers	41	25	35
Students	85	40	68
Parents	21	42	37
Percent Satisfied with the Learning Environment			
Teachers	87.8%	87.5%	85.7%
Students	83.5%	82.5%	79.4%
Parents	75%	85.7%	81.0%
Percent Satisfied with the Social and Physical Environment			
Teachers	87.8%	92.0%	97.2%
Students	76.5%	67.5%	75.0%
Parents	78.9%	80.5%	78.3%
Percent Satisfied with School-Home Relations			
Teachers	80.0%	84.0%	85.8%
Students	79.8%	84.6%	86.6%
Parents	72.2%	72.5%	80.6%

School's Significant Challenges from the Past Three Years:

- Transient Population
- Maintaining Magnet Enrollment
- Rising ESOL Population
- Rising Disabled Population

School's Significant Accomplishments over the Past 3 Years:

- Red Carpet Award for 2nd time
- Gold Award for Academic Excellence
- Silver Award for Closing the Achievement Gap (2 years)
- State Winner at Odyssey of the Mind Competition
- \$5,000 Lowe's Grant
- \$1,500 South Carolina Department of Education for Recycling
- Partnership with Clemson University for integration of CCS into Mathematics (Professional Development)
- Partnership with Roper Mountain Science Center for an after school program 5 days per week for underachieving students

School Profile:

School Community:

East North Street Academy (ENSA) of Mathematics and Science is an inner-city school in Greenville, South Carolina. ENSA serves students in 4 year-old kindergarten through grade five. The facilities at ENSA consist of 60 classrooms, a multipurpose room, gymnasium, library, computer lab, 4 laptop labs, 2 portable laptop carts, math lab, and 2 science labs.

Our school sits on a hill over-looking Greenville Middle Academy and is surrounded by a subdivision of modest homes built in the 1950s. Bob Jones University is approximately one and a half miles from our school on Wade Hampton Boulevard. Reassignment in 2002 brought students back “home” from the Greenville Spartanburg community across East North Street and bused students from government subsidized housing, the Jesse Jackson Townhome community to East North Street Academy, their neighborhood school. In 2006, the government began to update the Jesse Jackson facility, whereby closing the complex until renovations were completed. In 2003, Limited English Proficient (LEP) students were assigned to their home based school. Prior to 2003, LEP students were bused to Hollis Academy for their instruction. Currently, all grade levels have a certified TESOL (Teaching English to Speakers of Other Languages) in place.

Since the school opened in 1956, student enrollment has followed a general trend of slight growth until the opening of the new facility in fall of 2002. With a new 105,000 square foot facility on 24 acres and the reassignment of students from two nearby Federal Housing Projects, our student body totaled 688 students. The loss of the Jesse Jackson community reduced our population to 618 during the 2006 school year. Our magnet population has increased from 17 in our first year as a magnet school to today’s total of 136 students.

ENSA has wonderful support from Michelin who provided 68 tutors this past year to work one on one with students who needed extra help, or were in need of a mentor. We have a full time parent involvement coordinator who is also bi-lingual, which is tremendous support to our ESOL population. She translates and interprets during parent teacher meetings, PTA meetings and for teachers to help produce newsletters that are in both English and Spanish. Our magnet coordinator works tirelessly with our business partners to provide extraordinary programs for our children. This year Hands on Greenville came and spent a Saturday planting rose bushes and spreading mulch. There is progress made toward our outdoor classroom space. We have enjoyed programs from the Warehouse Theater, the Greenville Symphony Orchestra, as well as artisphere, where local craftsmen came to show and talk about their work. This year our SIC has collected over 5,000 books, which were organized by reading levels and will be given to students to take home for summer reading. Our school is fortunate that we have a rather large leadership team that support and guides student achievement at all levels. Our principal brings issues to the team, where much discussion and debates occur to help propel our school forward in the best practices, instruction, and programs that can take place for our students.

School Personnel Data:

Our faculty and staff for 2012-2013 consists of 2 administrators, 52 full-time teachers, 12 part-time teachers, and 38 support staff members for a total of 104. All teachers are highly-qualified for the specific areas in which they are employed. One fifth grade teacher has a doctorate, nine teachers have completed Master’s Plus Thirty, twenty-one have Masters Degrees, six have Bachelor + 18 Hours, and the remaining fifteen have BS/BA degrees. Two teachers are National Board Certified. Our administrators have Masters Degrees. Our Instructional Coach, Math Coach, ELA Coach, and 2 Interventionists provide additional support for our teachers which increase teacher confidence and skills.

Additional personnel include the school principal, assistant principal, secretary, attendance clerks, plant engineer, custodial staff, media clerk, speech and language therapists, physical and occupational therapists, social worker, mental health counselor, and food services workers. Several bus drivers and utility workers also provide services to students. Other support personnel are available to assist in meeting the needs of our students include the district psychologist, a contract school nurse, and network computer engineers.

Of the 104 staff members: 98% are Female, and 2% are Male;

East North Street Academy Full Time Certified Faculty/Staff

2012 - 2013

Name	Position	Areas of Certification	Education Level	Yrs. of Exp.
KINDERGARTEN				
Shannon Graham	4K	Early Childhood; Elementary	Bachelor	14
Nancy Oates	4K	Early Childhood; Learning Disabilities, Educable Mentally Disabled, Trainable Mentally Disabled, Emotional Disabilities; Elementary; Psychology	Masters	31
Bolling, Holly	5K	Early Childhood	Bachelor	1
Elise, Dunbar	5K	Early Childhood	Bachelor	4
Liz Pannell	K5	Early Childhood	Bachelor	19
Kristin Schultze	K5	Early Childhood; ESOL	Masters	11
Rita Terry	K5	Early Childhood	Bachelor	12
FIRST GRADE				
Brenda Drummond	1 st Grade	Early Childhood, Elementary	Bachelor + 18	27
Shana Dunn	1 st Grade	Early Childhood	Bachelor + 18	15
Melissa Hull	1 st Grade	Early Childhood	Bachelor	26
Lauren Carter	1 st Grade	Early Childhood	Bachelor	1
Joanna Potter	1 st Grade	Early Childhood, Elementary	Bachelor + 18	18
Karen Rigney	1 st Grade	Early Childhood	Bachelor	20
Bethany Whalen	1 st Grade	Early Childhood	Masters	8
SECOND GRADE				
Pamela Baldwin	2 nd Grade	Elementary; Middle Level ELA; Middle Level Social Studies	Bachelor + 18	32
Brandy Bishop	2 nd Grade	Elementary	Masters	8
April Henderson	2 nd Grade	Early Childhood	Bachelor	15

Erin Daniel	2 nd Grade	Elementary; Guidance Elementary	Masters	6
Lauren Hatch	2 nd Grade	Elementary, Early Childhood	Bachelor	9
Colleen Grover	2 nd Grade	Elementary	Bachelor	1
THIRD GRADE				
Alana Gray	3 rd Grade	Elementary	Bachelor	7
Sandra Grier	3 rd Grade	Elementary	Masters + 30	24
Angela Johnson	3 rd Grade	Early Childhood	Masters	9
Marian Magee	3 rd Grade	Early Childhood	Masters + 30	23
Stephanie del Forn	3 rd Grade	Elementary	Bachelor	4
FOURTH GRADE				
Kristan Alewine	4 th Grade	Elementary	Bachelor	2
Cristina Garcia	3 rd Grade	Elementary	Bachelor	1
David Field	4 th Grade	Elementary, ESOL	Masters	13
Faith Garvin	4 th Grade	Elementary	Masters	7
Michelle Monroe	4 th Grade	Elementary	Bachelor	2
FIFTH GRADE				
Valerie Gamble	5 th Grade	Elementary	Doctorate	23
Ida Stewart	5 th Grade	Elementary	Masters	20
Ralisha Bennett	5 th Grade	Elementary	Masters + 30	16
Janie Sutton	5th Grade	Elementary	Bachelor	34
Candace Writght	5 th Grade	Elementary	Bachelor	0
SPECIAL EDUCATION				
Nicoyia Bradley	TMH/SC	Learning Disabilities; EdMental Disabilities	Masters	7
Linda Clark	Resource	Early Childhood, Learning Disabilities	Masters + 30	29
Julie Desmangles	TMH/SC	Special Education Multicategorical; Elementary	Masters	8.7
Stephanie Duncan	TMH/SC	Elementary Supervision, Principal, Learning Disabilities, EDM, TMD, Elementary	Masters	12
Carlena Gould	Resource	Elementary; Special Education Learning	Master	3

		Disabilities		
Rhonda Smith	EMH/SC	Special Education EMD, Elementary	Masters	20
Angela Turner	TMH/SC	Elementary, Generic Sp. Ed., EMD, ED, Muticategorical	Masters	15
ESOL				

Ann Howell	ESOL	ESOL; Literacy Teacher; Early Childhood; Elementary	Masters	31
Jennifer Kumbera-Tanner	ESOL	Elementary; ESOL; Elementary Principal; Elementary Supervisor	Masters	8
SPECIALISTS				
Susan Baskin-Jones	Instructional Coach	Elementary, G&T Endorsement, Middle Level Science Certification	Masters, NBCT	20
Aman, Tamela	Math Interventionist	Elementary; Middle Level ELA; Middle Level Social Studies; ESOL; Early Childhood	Master	13
Diane Davis	Reading Coach	Elementary, Reading	Masters	24
Joyce Joy	Title I Facilitator	Science, Mathematics, Middle school Mathematics, Middle School Science	Masters + 30	39
Arvie Bennett	PE	Physical Education	Masters	8
Mary Masse	Media Specialist	Library Science	Masters	30
Vanessa Norman	Guidance Counselor	Guidance, Elementary, Elementary Principal; Elementary Supervisor	Masters + 30	25
Katrina Epps	Math Coach	Elementary	Masters	16
Lauren Runion	Art	Art	Bachelor + 18	15
Victoria Gilbert	Music	Music Education/Choral, Elementary Principal, Elementary Supervisor	Masters + 30	13
Jennifer Brown	Magnet Science	Early Childhood, Elementary	Masters + 30	26
Debbie Zachary	Interventionist	Elementary, Reading; Middle School ELA; Middle	Masters	35

		School Social Studies Reading Director/ Coordinator; G&T Endorsement		
Keisha Brown	G&T	Elementary; G&T Endorsement	Bachelor, Master's NBCT	18
ADMINISTRATION				
Nancy M. Brantley	Principal	Elementary, Administration & Supervision, English & History	Masters + 30	39
Lakeisha Rainey	Assistant Principal	Elementary, Elementary Principal, Elementary Supervisor	Masters	12

Teachers with Advanced Degrees – 58.0%

Continuing Contract Teachers – 82.0%

Teachers Returning from previous year – 91.1%

Teacher Attendance Rate – 95.1%

Student Population Data:

Our student body consists of 53% females and 47% males. During the 1980's, the closing of Overbrook Elementary and the reassignment of the students to East North Street made a significant change in the ethnic diversity of our school. Today our school provides a population that is rich in diversity. African American, Caucasian and Hispanic ethnic groups are represented in the student enrollment at East North Street Academy. Over the past 5 years, the ethnic composition of our student body has remained relatively stable with the primary ethnic group being African-American. The Hispanic population remains slightly greater than the Caucasian.

Ethnicity

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
White	18%	17%	17%	18%	21%	22%
Black	56%	58%	57%	51%	47%	48%
Hispanic	24%	21%	26%	25%	25%	24%
Other	2%	4%	0%	6%	7%	7%

Socio-Economic Status

Patterns of change in the socio-economic status of the families in our community are reflected in the data documenting the large number of students who qualify for free or reduced lunch based on family income. The percentages have gradually increased over the past five years.

<i>Year</i>	<i>Free/Reduced Lunch Students</i>
2011-12	88%
2012-13	86%

Mobility Rate

The mobility rate of the families in our community is very high. As shown in the graph below, approximately one-third of East North Street's student population continues to be transient over the past five years. This pattern of high mobility affects not only the academic performance of our students, but the emotional and social stability as well. Many of our children do not have the benefit of growing up with their schoolmates. These community patterns are in sharp contrast to the original student population served by East North Street Elementary. The community has changed from a relatively stable population of rural families who were homeowners to a population with a high degree of transience.

Transiency

	2008-09	2009-10	2010-11	2011-12	2012-13	2013 - 2014
Other	456	425	491	453	382	393
Withdrawals	90	114	83	148	198	205
New Enrollees	95	120	98	66	72	70
Total Population	641	659	672	667	652	668

Because of the issues of parent employment and lack of transportation, it is a challenge for many of our students' family members to be involved during the school day to volunteer or to attend teacher conferences. Despite these difficulties, the PTA continues to provide financial and volunteer support to the school and remains a vital link to our families.

Many efforts are being made by our Title I Facilitator, Parent Involvement Coordinator, our School Improvement Council, and our PTA to involve our parents. Parent trainings are offered during morning and evening hours to accommodate work schedules. Food is provided for family academic activities. Phone messages, flyers, car circle signs, class newsletters, and the school marquee are utilized to advertise school functions.

Student Population Data:

<i>Year</i>	<i>Total Student Enrollment</i>
2011-12	662
2012-13	653
2013-14	668

First graders who attended full-day kindergarten – 85.7%
 Retention Rate – 2.4%
 Attendance Rate – 96.9%
 Served by Gifted and Talented Program 8.7%
 With disabilities other than speech – 3.0%
 Older than Usual for grade – 0.3%
 ESEA/Federal Accountability Rating System 96.9% = A

Major Academic and Behavioral Features/programs/Initiatives:

2 – 15 cart portable computer labs (rolling wireless carts)
2 Teaching Science Labs (1 Primary, 1 Intermediate)
4 Computer Labs
96 Latitude 10s spread from 5K to 5th grade
Accelerated Reader (Computerized Reading Incentive Program)
After School Intervention Program for Math & Science with Roper Mtn.
After School Program for Odyssey of the Mind (grades 1st – 5th)
After School Program on ENSA campus
Bob Jones University Tutors
Clemson University Partnership to support MOOTB
Compass Learning Technology (also available at home)
ELA Lab
Exceptional Business Education Partnerships
Full Time RTI Interventionist
Gifted and Talented Program
IPads in every classroom
Magnet for Math & Science
Math & Reading Specialist
Math Competitions for Grades 3, 4, and 5
Math Lab
Michelin Challenge Education Partner with Michelin North America Headquarters
Odyssey of the Mind
Part Time Math Interventionist
PBIS School Store
Positive Behavior Intervention School (PBIS)
Promethean Boards in every Classroom
PTA Events: Spring Magnet Mania, Family Fun Nights, Parent Workshops
Quarterly PRIDE Awards Program
Safety Patrols
Science and Math Integration across the Curriculum with Quarterly Rotations
Student Council

Mission, Vision, Beliefs:

**ENSA:
Where
Excellence
Is Expected!**



Students explore the scientific process during Science Lab.

Our school staff annually evaluates our mission, vision, and beliefs. It is very important that these statements reflect the values and beliefs of our staff members. The mission, vision, and belief statements are communicated through whole faculty meetings, small group meetings, Monday memos, horizontal planning, vertical planning, and our website.

Purpose Statement: The purpose of East North Street Academy of Mathematics and Science is to offer a strong academic program that is standards based, integrated across the curriculum, and spiraled. The curriculum is enhanced by an emphasis on math and science as well as character development and technology.

Mission Statement

Our mission is to establish high quality instruction and assessments that are aligned with state standards through: Research –based curriculum; competent teachers; and school and community support.

Shared Vision

A safe, inviting, student-centered environment
Top quality instruction for every child
Opportunities that promote life-long learning
Math and science integrated curriculum

Data Analysis & Needs Assessment:

Student Achievement (Data Source = SDE School Report Card):

PASS Writing – All Students:

	2011	2012	2013
Exemplary	33.3%	37.9%	30.6%
Met	42.3%	32.2%	42.9%
Not Met	24.4%	29.9%	26.5%

PASS Reading:

	2011	2012	2013
Exemplary	34.7%	41.6%	49.0%
Met	42%	38.3%	35.9%
Not Met	23.3%	20.2%	15.1%
Mean Scale Score	n/a	661.2	666.0

PASS Math:

	2011	2012	2013
Exemplary	26.9%	37.4%	37.6%
Met	47.8%	38.3%	42.9%
Not Met	25.3%	35.2%	19.6%
Mean Scale Score	n/a	653.8	655.0

Percent (%) Tested on ELA & Math PASS:

	ELA	Math
2011	100%	100%
2012	100%	100%
2013	100%	100%

PASS Science:

	2011	2012	2013
Exemplary	11.8%	16.6%	19.3%
Met	52.7%	53%	56.0%
Not Met	35.5%	30.5%	24.7%
Mean Scale Score	N/A	624.5	626.6

PASS Social Studies:

	2011	2012	2013
Exemplary	17.9%	19.8%	22.6%
Met	49.4%	51.9%	50.6%
Not Met	32.7%	28.4%	26.8%
Mean Scale Score	N/A	626.7	630.3

ITBS:

	2011 – 2012	2012 – 2013	2013-2014
Reading comprehension – Percentile Rank of Average SS: National Student Norms	58	58	60
Mathematics concepts – Percentile Rank of Average SS: National Student Norms	34	35	37
Mathematics Problems – Percentile Rank of Average SS: National Student Norms	35	39	39

School Based Professional Development Calendar for School Year 2013-2014

Principal: Nancy M. Brantley

Assistant Principal: Lakeshia Rainey

Instructional Coach: Susan Baskin-Jones

Title I Facilitator: Joyce Joy

Title	Presenter	Description	Date	Time	Number Attended	Targeted Group	Correlation to School Goals
PLCs							
Faculty Council Meeting	Nancy Brantley (Principal) Lakeshia Rainey (AP)	Information may come from Leadership a Grade Level Chair and/or a mini PD to take back to share with the entire grade level	Every 1 st Wednesday	3:00 – 4:30	50	Grade Level Chairs + Leadership Team Members	Component of Professional Learning Communities ELA & Math Goal
Principal's Choice Meeting	Nancy Brantley (Principal) Lakeisha Rainey (AP)	Principal's Choice	Every 2 nd Wednesday	3:00 – 4:15	50	All Staff	Component of Professional Learning Communities ELA & Math Goal
Monthly Professional Development	Clemson University's – Dot Moss & Laurie Baker	Balanced Literacy & Clemson Partnership in CCS Practices for Mathematics (All described in sections below)	Every 3 rd Wednesday	3:00 – 4:15	50	All Staff	Component of Professional Learning Communities ELA & Math Goal
Vertical Team Meetings	Members of Leadership Team, or other Teacher Leaders	Mini PDs are planned based on teacher needs as they arrive through horizontal, vertical, or Faculty Council discussions	Every 4 th Wednesday	3:00 – 4:30	50	All Teachers	Component of Professional Learning Communities ELA & Math Goals
Horizontal Team	Nancy Brantley	Purpose of meeting is to	Primary grades 1 st	varies	50	All Teachers	Component of

Meetings	Lakeisha Rainey Susan Baskin-Jones Other Coaches as needed	look at formative and summative assessments and determine what intervention and/or enrichment is needed. Names of students and skills are given to coaches in order to do small group instruction in a specific area	& 3 rd week on Mondays @ 3PM Intermediate grades 2 nd & 4 th week on Mondays @ 3PM				Professional Learning Communities ELA & Math Goals
Balanced Literacy							
Fountas & Pinnell Balanced Literacy	Laurie Baker – Heinmann Representative Instructional Coach Reading Coach Principal AP TIF	<u>Session Focus</u> <u>Guided Reading</u> <ul style="list-style-type: none"> reviewing the components of guided reading thinking through the new book introduction planning with meaning in mind teaching a guided reading group - consultant modeling reflecting on teaching decisions/next steps 	10/28/2013	3 – 2 hour sessions 5k – 1 ST 2 ND – 3 RD 4 TH – 5 TH	50	teachers and support staff	Supports school and GCSD reading goal
Fountas & Pinnell Balanced Literacy	Laurie Baker – Heinmann Representative Instructional Coach	<u>Interactive Sessions</u> <u>Session Focus</u> <ul style="list-style-type: none"> conduct classroom observations with the instructional coach followed by 	12/04/2013	Coaching in and out sessions	50	Teachers and support staff	Supports school and GCSD reading goal

	Reading Coach Principal AP TIF	administrative debriefing <ul style="list-style-type: none"> conduct in-and-out coaching (designated grade levels/ classrooms - requires 1 sub) meet with grade-level teams for focused mini-session 					
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Fountas & Pinnell Balanced Literacy	Laurie Baker – Heinmann Representative Instructional Coach Reading Coach Principal AP TIF	<u>Interactive Sessions</u> <u>Session Focus</u> Literature Circles/author studies/ use of Novels in Guided Reading	02/26/2014	Coaching in and out sessions	50	Teachers and support staff	Supports school GCSD reading goal

Math-CCS-STEM Education	Dot Moss Math Coach Instructional Coach Magnet Coordinator Reading Coach Principal AP TIF	Introduce teachers to STEM Big Ideas. Each grade level team will analyze ELA, SocSt, Math, and Sci standards for STEM Big Ideas. A matrix will be created from which a big idea will be selected at each grade level as a focus for the second nine weeks. A planning format will be shared that includes common vocabulary, STEM engagement activity, assessment, and final STEM project.	08/16/2013	1:00 – 3:00 PM	50	Teachers	Supports School and District Math Goal + CCS
Story Problems	Dot Moss Math Coach Instructional Coach Magnet Coordinator Reading Coach Principal AP	A matrix will be created from which a big idea will be selected at each grade level as a focus for the second nine weeks. A planning format will be shared that includes common vocabulary, STEM engagement activity, assessment, and final STEM project.	08/20/2013	1:00 – 3:30 PM	50	Teachers	Supports School and District Math Goal + CCS

Mathematical Practices		What are the new 8 mathematical practices and what impact do these have on how we teach mathematics?	08/21/2013	3:00 – 5:00 PM	50	Teachers	Supports School and District Math Goal + CCS
MOOTB – Go Math – CCS - STEM	Dot Moss Math Coach Instructional Coach Magnet Coordinator Reading Coach Principal AP TIF	CCS Mathematical Practice #1	09/18/2013	3:00 – 5:00 PM	50	Teachers	Supports School and District Math Goal + CCS
		CCS Mathematical Practice #2	10/16/2013	3:00 – 5:00 PM	50	Teachers	Supports School and District Math Goal + CCS
		CCS Mathematical Practice #3	11/20/2013	3:00 – 5:00 PM	50	Teachers	Supports School and District Math Goal + CCS
		CCS Mathematical Practice #4	12/18/2013	3:00 – 5:00 PM	50	Teachers	Supports School and District Math Goal + CCS

		CCS Mathematical Practice #5	01/22/2014	3:00 – 5:00 PM	50	Teachers	Supports School and District Math Goal + CCS
		CCS Mathematical Practice #6	02/19/2014	3:00 – 5:00 PM	50	Teachers	Supports School and District Math Goal + CCS
		CCS Mathematical Practice #7	03/19/2014	3:00 – 5:00 PM	50	Teachers	Supports School and District Math Goal + CCS
		CCS Mathematical Practice #8	05/21/2014	3:00 – 5:00 PM	50	Teachers	Supports School and District Math Goal + CCS

School Climate Needs Assessment:

	2011	2012	2013
Student Attendance	96.8%	96.9%	96.7%
Parents Satisfied with Learning Environment	75%	85.7%	81%
Students Satisfied with Learning Environment	83.5%	82.5%	79.4%
Teachers Satisfied with Learning Environment	87.8%	87.5%	85.7%
Parents Who Indicated that Their Child Feels Safe at School	N/A	85.7%	N/A
Students Who Feel Safe at School During the Day	N/A	61.6%	N/A
Teachers that Feel Safe at School During the School Day	N/A	96.0%	N/A

*Not Available

Action Plan:

PASS % WRITING

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: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 70.1% in 2012 to 82.8% in 2018.

ANNUAL OBJECTIVE: Annually increase by 2.54 percentage point(s) 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	72.64	75.18	77.72	80.26	82.8
School Actual	70.1	72.4					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.8					

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th 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.

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>
Integrate writing into all content areas.	Aug-June	Teachers	N/A	District	Lesson Plans, Classroom Observation
Provide writing support to fifth grade classroom teachers.	Aug-June	Coaches	N/A	Title I	Lesson Plans, Classroom Observation
High Quality PD through Upstate Writing, when possible	Fall	Leadership	N/A	Title I	Classroom Observation
Implement district writing plan daily into Writer's Workshop for Fountas & Pinnell	Aug-June	Teachers	Support personnel salary	District	Lesson Plans, Classroom Observation
Utilize thesaurus, dictionaries, and online resources.	Aug-June	Teachers	N/A	District	Lesson Plans, Classroom Observation
Provide additional support to ESOL students through picture to word dictionaries, student dictionaries, and word to word dictionaries.	Aug-June	Teachers ESOL Teacher	N/A	District	Lesson Plans
Provide vocabulary instruction through English in a Flash software.	Aug-June	Teachers	\$500.00	Title III Title I	Lesson plans, classroom observations
Use state department writing rubric for all writing assessments.	Aug-June	Teachers	N/A	N/A	Lesson plans, classroom observation, grade book
Special Education teachers will receive training in High Performance Writing and implement best practices.	Aug-June	Teachers	N/A	District	Lesson Plans, Teacher Observation
Students will participate in Editing and Revising practice through <i>SpotLight</i> and Stop, Drop, and Write.	Aug-June	Teachers Coaches	N/A	N/A	Classroom Observations, lesson plans

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 78.9% in 2012 to 83.0% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	79.0	80.0	81.0	82.0	83.0
School Actual	78.9	85.3%					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	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	661.2	666.0					
Male	656.2	665.6					
Female	665.8	666.4					
White	682.0	687.0					
African-American	655.4	660.5					
Asian/Pacific Islander	N/A	N/A					
Hispanic	661.2	661.2					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	659.4	657.5					
Subsidized Meals	656.1	665.3					

ELA - District - Grades 3-5	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	671.1	672					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.6					
African-American	644.4	648.3					
Asian/Pacific Islander	696.1	697.5					
Hispanic	650.8	653.4					
American Indian/Alaskan	688.2	677.3					
Disabled	614.9	618.2					
Limited English Proficient	654.9	657.2					
Subsidized Meals	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.

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>
Continue to implement the Fountas & Pinnell model of Balanced Literacy. Attend district professional development as required.	Aug-June	Instructional Coach, Classroom Teachers, Reading Coach	N/A	District	Lesson Plans, Classroom Observations, Portal Attendance
Continue grade level and vertical teaming group meetings to develop and update curriculum that are challenging and rigorous for all students.	Aug-June	Administration, Classroom Teachers, Instructional Coach, Reading Coach, Math Coach	N/A	District	Grade level/Vertical Teaming meeting minutes
Provide an Extended Day Tutoring Program and summer school for students who are deficient in Reading. Summer school for rising 1 st through 5 th graders will be provided here at ENSA for 3 weeks by	Oct-Apr	Title I Facilitator	11,813 plus transportation \$30 per hour teacher and	EAA, Title I	Lesson Plans, Attendance Records, MAP Scores

certified teachers as tutors			transportation		
Reduce class size in grades 3, 4, and 5 to provide a lower teacher/student ratio.	Aug.-June	Principal	73,351 (3 Additional Teachers)	Title I	Classroom Rosters, MAP Scores, PASS Scores
Provide leveled readers for each classroom to support reading skills and strategies.	Sept-June	Reading Coach, Classroom Teachers	District	District	Lesson Plans
Use <i>STAR Reading</i> and <i>Accelerated Reader</i> to enhance and monitor student reading levels.	Aug-June	Classroom Teachers, Media Specialist, Reading Coach	District	District	Accelerated Reader Reports, Observations
Provide a reading teacher to instruct small groups of students deficient in reading skills and to assist classroom teachers with reading instruction.	Aug-June	Principal, Title I Facilitator	58,797	Title I	Master schedule, Anecdotal notes, Classroom lesson plans, MAP Scores, PASS Scores
Use rich, authentic literature for content area reading along with supplemental reading skills/strategy materials.	Aug-June	Classroom Teachers	District	District	Lesson plans, Classroom Observations
Purchase new informational text to support our social students and science curriculum and state standards.	Aug - June	Reading Coach	\$6,000	SES	Lesson Plans, Classroom Observations
Provide ESOL support at each grade level to address the needs of ESOL students.	Aug-June	District, Teacher	Teacher salary	District	Classroom Rosters
Provide SRA reading instruction to all students with IEP designation.	Aug-June	District, Teacher	Teacher salary	District	Lesson Plans, Classroom Observations
Provide 5K-5 supplemental supplies that support the ELA curriculum.	Aug-June	Reading Coach	1,500	District	Lesson Plans
Utilize technology to increase student achievement through Compass Odyssey Learning and provide RIT group instruction.	Aug-June	Computer lab Teacher, Classroom Teachers, Instructional Coach	4,985	District, Title I	Lesson Plans Compass Reports, MAP Scores and Reports
Provide <i>Response to Intervention</i> (RTI) for early intervention services.	Sept-June	Leadership Team, Reading Interventionist	43,860	Title I, ATA Technical Assistance Funds	Lesson Plans
Provide <i>Fast Forward</i> for students who need assistance.	Sept-June	Leadership Team, Reading Interventionist	10,579	Title I	Lesson Plans

☒ 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: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 75 % in 2012 to 82.4 % in 2018.

ANNUAL OBJECTIVE: Increase by 1.48 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	78.0	79.4	80.4	81.4	82.4
School Actual	76.8	81.77					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
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

Math - 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	653.8	655.0					
Male	655.9	657.4					
Female	651.8	652.3					
White	676.5	681.5					
African-American	646.7	646.8					
Asian/Pacific Islander	N/A	N/A					
Hispanic	651.5	655.2					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	652.6	651.0					
Subsidized Meals	649.2	653.0					

Math - District – Grades 3-5	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	664.8	664.0					
Male	665.3	663.6					
Female	664.3	664.4					
White	677.8	677.3					
African-American	636.8	634.5					
Asian/Pacific Islander	703.1	701.1					
Hispanic	649.0	650.6					
American Indian/Alaskan	668.4	674.4					
Disabled	607.9	606.9					
Limited English Proficient	656.1	657.6					
Subsidized Meals	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.

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>
Establish vertical teaming group meetings to correlate Math standards and common assessments.	Aug.-June	Administration Classroom Teachers Leadership	N/A	N/A	Grade Level Meeting Notes
Provide an Extended Day Tutoring Program and summer school for students who are deficient in Math. Summer school for rising 1 st through 5 th graders will be for 3 weeks during June and July by certified teachers as tutors	Oct.-April	Title I Facilitator	11,813 plus transportation \$30 per hour teacher and transportation	Title I EAA	Lesson Plans, Attendance Records
Utilize technology to increase student achievement through Compass Odyssey Learning and provide RIT group instruction.	Aug.-June	Classroom Teachers, Instructional Coach	0	District	Lesson Plans Compass Reports, MAP Scores and Reports
Reduce class size in 1 st – 5 th grades to provide a lower teacher/student ratio.	Aug.-June	Principal	73,351 (3 Additional	Title I	Classroom Rosters, MAP Scores, PASS Scores

			Teachers)		
Utilize Every Day Counts Calendar Math and Partner Games in classrooms.	Aug.-June	Classroom Teachers, Math Coach	236.50 per Kit	Title I	Lesson Plans, Classroom Observations, MAP Scores
Provide 5K-5 teachers with student manipulatives to support standards and inquiry based learning.	Aug.-June	Title 1 Facilitator, Instructional Coach, Math Coach	1,500	District	Lesson Plans, Classroom Observations
Provide a math lab teacher to provide instruction for predominately 3 rd -5 th grade students. (Provide a Math Coach to monitor math instruction, to model lessons and to support students through differentiated instruction.)	Aug.-June	Principal	72,978	Title I	Lesson Plans, Lab Observations, Math Lab Schedule, MAP Scores, PASS Scores
Partnership with Roper Mountain Science Center for a hands-on, minds-on program for at risk students. Program runs with bus pickup and transportation at 2:30 – 5:30 PM	Oct.-May	Grant	TBD	Title I	Collaboration with Classroom Teachers
Employ a part time math teacher to assist and work alongside the full time math coach	Aug – June	Administrators, Title I, Math Coach	TBD	Title I	Lab Observations, Lesson Plans, Math Lab Schedule
Weave mathematical concepts into the science curriculum to provide a “real” world basis “doing” math.	Aug – June	Math Coach; Science Lab Teacher; Instructional Coach; Classroom Teachers		Title I	Lab Observations, Lesson Plans

☒ 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

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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	100.0	100.0					
Female	100.0	100.0					
White	100.0	100.0					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100.0	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	100.0	100.0					
Subsidized Meals	100.0	100.0					

% Tested ELA – District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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					

% Tested Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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	100.0	100.0					
Female	100.0	100.0					
White	100.0	100.0					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100.0	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	100.0	100.0					
Subsidized Meals	100.0	100.0					

% Tested Math – District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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					

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 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 69.6% in 2012 to 80.9% in 2018.

ANNUAL OBJECTIVE: Increase by 1.9 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	71.5	73.4	75.3	77.2	79.1	80.9
School Actual	69.6	78.7					
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.

☒ 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	624.5	626.6					
Male	627.5	630.1					
Female	621.3	622.8					
White	645.3	655.7					
African-American	619.8	615.5					
Asian/Pacific Islander	N/A	N/A					
Hispanic	619.9	625.7					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	618.7	623.4					
Subsidized Meals	621.6	622.2					

Science - District – Grades 3-5	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	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.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Hire a full time science teacher that has a background of STEM knowledge. Responsibilities: Labs for students; teacher collaboration; model lessons; help with equipment for classroom needs; provide guidance in the science vertical team; model integration of math into science curriculum.	May 2013 – June 2014	Magnet Coordinator; Leadership, Instructional Coach	\$75,000	District	Lesson Plans, Classroom Observations, Vertical Team Meeting Notes, Lesson Plans
Purchase Informational Text to support Balanced Literacy in the Content Areas	Aug – Dec	Reading Coach, Title I, Administration	\$6,000	SES	Lesson Plans, Classroom Observations, Vertical Team Meeting Notes, Lesson Plans
Utilize content of Science Kits that support standards and curriculum	Aug – June	Science Lab Teacher, Instructional Coach, Magnet Coordinator	-	District	Lesson Plans, Classroom Observations, Vertical Team Meeting Notes, Lesson Plans

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: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from __71.7__% in 2012 to __83.9__% in 2018.

ANNUAL OBJECTIVE: Increase by __2.0__ percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	73.7	75.8	77.8	79.8	81.9	83.9
School Actual	71.7	71.7					
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

Social Studies - 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	626.7	630.3					
Male	631.8	631.6					
Female	622.6	629.1					
White	649.9	640.2					
African-American	620.4	625.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	626.0	636.1					
American Indian/Alaskan	N/A	N/A					
Disabled	N/A	N/A					
Limited English Proficient	623.7	630.9					
Subsidized Meals	622.6	628.2					

Social Studies - District Grades 3-5	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	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.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Purchase Informational Text to support Balanced Literacy in the Content Areas	Aug - Dec	Reading Coach, Title I, Administration	\$6,000	SES	Lesson Plans, Classroom Observations, Vertical Team Meeting Notes, Lesson Plans
Maintain a spreadsheet of social studies materials in the building by content and Lexile Levels	Aug – June	Reading Coach, Title I, Administration	-	SES	Lesson Plans, Classroom Observations, Vertical Team Meeting Notes, Lesson Plans

☒ 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 50th 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 50th 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			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	58%tile	58%tile	60 th %tile				
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	34%tile	35%tile	37 th %tile				
Mathematics Problems Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	35%tile	39%tile	39 th % tile				

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

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Reading and math coach will work closely to identify individual student areas of need (2 nd grade)	Aug – June	Reading Coach, Math Coach, Instructional Coach, Title I Content Specialists	-	District	Increase in scores: MAP. ITBS, CogAt; Lesson Plans, Collaborative Planning Meetings; PD specific to 2nd grade needs
Collaboration from District Title I Math & ELA Specialists	Aug – June	Title I Content specialists, Reading Coach, Math Coach, Instructional Coach	-	District	Increase in scores: MAP. ITBS, CogAt; Lesson Plans, Collaborative Planning Meetings; PD specific to 2nd grade needs

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL:

ANNUAL OBJECTIVE:

DATA SOURCE(S):

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

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc...)	<u>Indicators of Implementation</u>
Hire only highly qualified teachers and paraprofessionals in all classrooms.	Aug-June	Principal	Teacher salary, Support personnel salary	Baseline (Title I, EAA, etc...)	Teacher Certification Status
Attend District annual job recruiting fair to increase diversity among the teaching staff.	March	Principal, Assistant Principal	N/A	N/A	Principal's Notes
Provide high quality professional development programs.	Aug-June	Administration, Leadership Team Instructional Coach	N/A	District	Professional Development Calendar
Implement the district's performance evaluation systems for all professional staff.	Aug-June	Administration	N/A	N/A	PAS-T Notebooks
Provide mentor teachers for beginning teachers, teachers who are new to the school and teachers who are new to the school district.	Aug-June	Administration, Instructional Coach, Reading Coach, Math Coach, Teachers	N/A	N/A	Mentor Schedule and monthly
Ensure that time and support is available during the school day or work week for teachers to	Aug-June	Administration	N/A	N/A	Grade Level Minutes, Common Planning Periods,

collaborate and focus on improving the quality of student learning.					Monday Horizontal Meetings
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STUDENT ATTENDANCE

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.9	96.7					
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 _85.7% in 2012 to _91.0 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ___1.0 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	86.7	87.7	88.7	89.7	91.0
School Actual	85.7	81.0					
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 __82.5% in 2012 to _85.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __.6__ percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	83.1	83.7	84.3	84.9	85.5
School Actual	82.5	79.4					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7					

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 ___87.5_% in 2012 to ___94.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ___1.4___ percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.9	90.3	91.7	93.1	94.5
School Actual	87.5	85.7					
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: Increase the percent of parents who indicate that their child feels safe at school from 80.5 % in 2012 to 95.5 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 3 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	83.5	86.5	89.5	92.5	95.5
School Actual	80.5	N/A					
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 ___67.5_% in 2012 to _93.5___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ___5.2___ percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	72.7	77.9	83.1	88.3	93.5
School Actual	67.5	N/A					
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: Increase the percent of teachers who feel safe at school during the school day from ___92.0___% in 2012 to ___98.5___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ___1.3___ 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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.3	94.6	95.9	97.2	98.5
School Actual	92.0	N/A					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>
Provide training programs for parents that support parenting skills, literacy skills, academic assistance, and instructional technology.	Sept-May	Title I Facilitator, Social Worker	5,000	Title I	Agendas, Sign-in sheets
Provide Parent Resource materials and supplies to assist with homework and academic “make and take” aides.	Aug-June	Title I Facilitator, Social Worker Parent Involvement Coordinator	1,500	Title I	Agendas, Sign-in sheets
Maintain a website to support knowledge and implementation of the standards and the school’s vision.	Aug-June	Title I Facilitator, School Webmaster, Instructional Coach	N/A	N/A	Copies of Websites
Provide training and support for administrators and teachers in managing student behavior.	Aug-June	PBIS Leadership Team, District	N/A	N/A	PBIS Minutes, PBIS Excellence Buck Data
Involve parents in the school’s decision making process through surveys, PTA, SIC, and Title I committees.	Aug-June	Administration	900	Title I	Committee Rosters
Provide opportunities for parents to volunteer at school and/or home.	Aug-June	Classroom Teachers, PTA	N/A	N/A	Volunteer Sign-in sheet
Strengthen collaboration with parents and the community to support student learning through parent compacts, newsletters, and calendars.	Aug-June	Title I Facilitator, Classroom Teachers	1,500	Title I	Copies of signed compacts, classroom newsletters, master mailing list, postage receipts
Maintain a Parent Involvement Room and provide access to computers and printers for parents to utilize during and after school hours with their children for academic assistance.	Aug-June	Title I Facilitator Parent Involvement Coordinator	2,000	Title I	Observations, Parent sign-in sheet
Provide a weekly parent communication folder to include homework assistance tips and materials and communication information from the teacher and principal.	Aug-June	Classroom Teachers Parent Involvement Coordinator	N/A	District	Observation, Signed Papers, Communication Log
Develop packets of academic support materials and test-taking strategies for parents and conduct parenting trainings to improve student achievement.	March	Classroom Teachers, Instructional Coach, Guidance Counselor, Math Coach, Reading Coach	3,000	Title I	Agendas, Sign-in sheets, Information Packets
Increased student attendance.	Aug-June	Social Worker	N/A	District	Data Logs



East North Street Academy of Math and Science

1720 East North Street

Greenville, SC 29607

Grades	PK-5 Elementary School	
Enrollment	606 Students	
Principal	Nancy M. Brantley	864-355-2900
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Average
2012	Average	Average
2011	Average	Average
2010	Average	Excellent
2009	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- **Good** – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- **Average** – School performance meets the standards for progress toward the 2020 SC Performance Vision
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- **At-Risk** – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

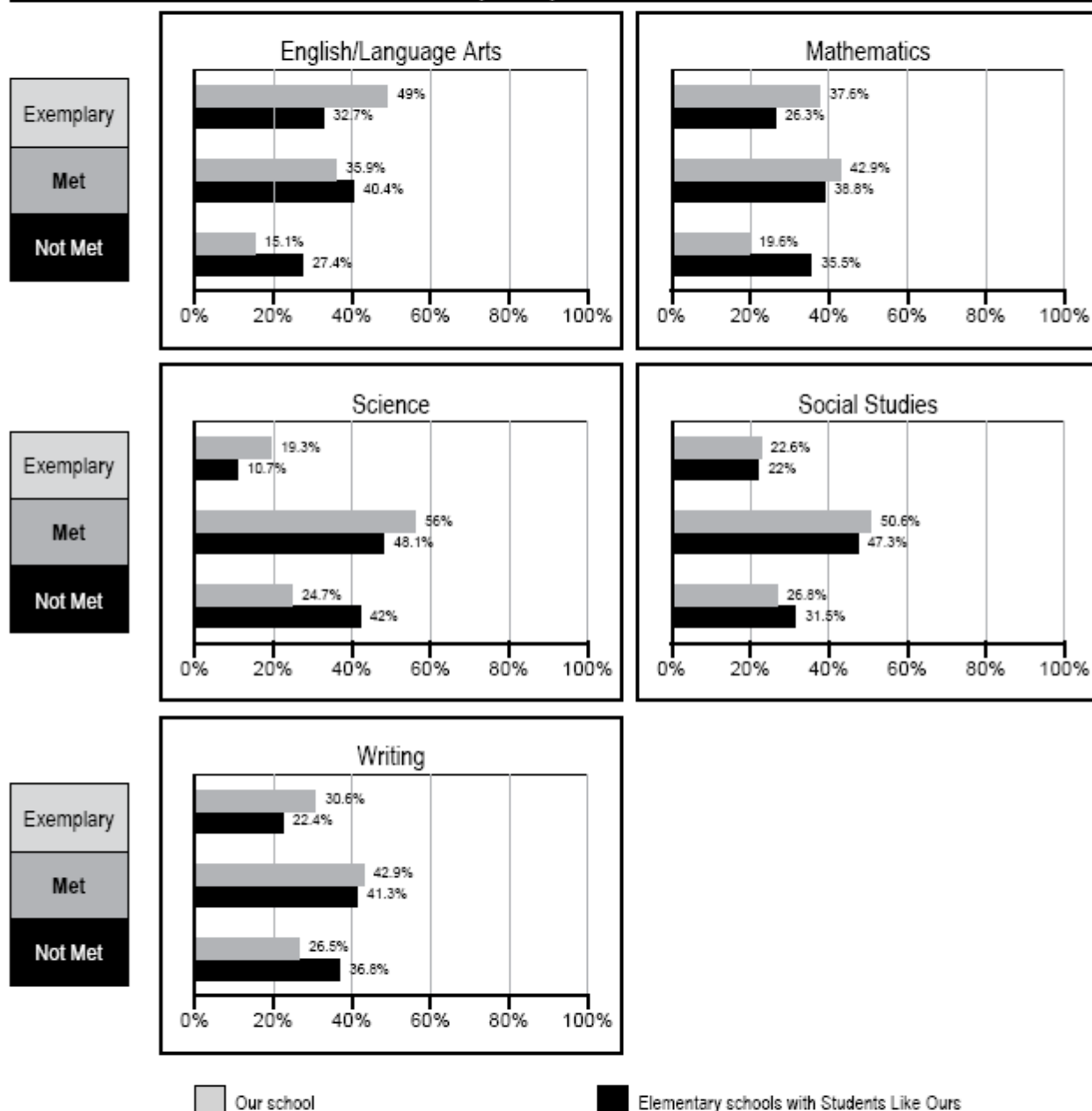
Percent of students tested in 2012-13 whose 2011-12 test scores were located

98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	14	107	22	8

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means the student did not meet the grade level standard.

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=606)				
First graders who attended full-day kindergarten	100.0%	Up from 85.5%	100.0%	100.0%
Retention rate	1.8%	Down from 2.2%	1.1%	0.9%
Attendance rate	96.7%	Down from 96.9%	96.0%	96.3%
Served by gifted and talented program	4.8%	N/A	4.1%	7.2%
With disabilities	14.5%	N/A	13.0%	12.4%
Older than usual for grade	2.0%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	58.0%	Down from 58.3%	60.3%	62.5%
Continuing contract teachers	82.0%	Down from 89.6%	80.0%	83.3%
Teachers returning from previous year	91.1%	Down from 91.6%	85.8%	88.3%
Teacher attendance rate	95.1%	Up from 94.5%	94.8%	95.0%
Average teacher salary*	\$47,303	Up 0.8%	\$46,780	\$48,193
Professional development days/teacher	9.4 days	Down from 12.2 days	10.9 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Up from 8.9 to 1	19.1 to 1	20.1 to 1
Prime instructional time	91.0%	No Change	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,683	Up 5.2%	\$7,654	\$7,364
Percent of expenditures for instruction**	70.0%	Up from 69.0%	68.0%	68.0%
Percent of expenditures for teacher salaries**	67.0%	Down from 68.0%	65.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

East North Street Academy is an excellent Magnet School of Math and Science that is funded by Title I funds. ENSA is a unique blend of the innovative use of math, science and technology along with enrichment activities in language arts, social studies, music, art and physical education. Our school is rich in technology and environmental studies. We have two fulltime working science labs, a science teacher, organic gardening, a math coach and lab, and a reading coach. Our main emphasis, in addition to raising the bar academically, is to nurture our children in a safe and caring environment. Our mission is to establish high quality instruction and assessments that are aligned with SC state standards through: Research-based Curriculum; Instructional materials; Competent teachers; and community support. By working closely together with our parents, business partners, and community, our students will continue to succeed. Our tagline says it all: "ENSA – where Inquiry and Achievement all ADD up!"

Manuel Torres – SIC Chair; Nancy Brantley, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	68	37
Percent satisfied with learning environment	85.7%	79.4%	81%
Percent satisfied with social and physical environment	97.2%	75%	78.3%
Percent satisfied with school-home relations	85.8%	86.6%	80.6%

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	95.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

East North Street Academy of Math and Science school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	666.0	655.0	626.6	630.3	100.0	100.0
Male	665.6	657.4	630.1	631.6	100.0	100.0
Female	666.4	652.3	622.8	629.1	100.0	100.0
White	687.0	681.5	655.7	640.2	100.0	100.0
African American	660.5	646.8	615.5	625.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	661.2	655.2	625.7	636.1	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	657.5	651.0	623.4	630.9	100.0	100.0
Subsidized meals	665.3	653.0	622.2	628.2	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	110	100	13	28.3	58.7	87
	4	79	100	17.3	40	42.7	82.7
	5	105	100	26.5	46.9	26.5	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	104	100	12.1	21.2	66.7	87.9
	4	98	100	19.8	37.4	42.9	80.2
	5	81	100	12.2	51.4	36.5	87.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	110	100	27.2	37	35.9	72.8
	4	79	100	18.7	38.7	42.7	81.3
	5	105	100	23.5	46.9	29.6	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	104	100	26.3	34.3	39.4	73.7
	4	98	100	17.6	45.1	37.4	82.4
	5	81	100	10.8	60.8	28.4	89.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	55	100	34.1	45.5	20.5	65.9
	4	79	100	16	65.3	18.7	84
	5	50	100	45.7	41.3	13	54.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	55	100	24.1	46.3	29.6	75.9
	4	97	100	25.6	52.2	22.2	74.4
	5	40	100	14.3	71.4	14.3	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	56	100	26	46	28	74
	4	78	100	18.9	64.9	16.2	81.1
	5	55	100	44.2	42.3	13.5	55.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	50	100	21.7	56.5	21.7	78.3
	4	96	100	24.7	50.6	24.7	75.3
	5	41	100	38.5	48.7	12.8	61.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	104	88.5	29.1	32.6	38.4	70.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	102	94.1	19.4	39.8	40.9	80.6
	4	99	93.9	29.1	50	20.9	70.9
	5	81	90.1	34.3	37.3	28.4	65.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A