# Ellen Woodside Elementary

Mimi Melehes-Principal

Greenville County School District

Dr. W. Burke Royster – Superintendent

Scope of Action Plan (2013-14 through 2017-18)

# SCHOOL RENEWAL PLAN COVER PAGE

## SCHOOL NAME: ELLEN WOODSIDE ELEMENTARY

## SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*

## SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 *(one year)*

**Required Signature Page**
The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**Assurances for the School Renewal Plans**
The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

**SUPERINTENDENT**

| Dr. W. Burke Royster | *W Burke Royster* | 8/15/2018 |
|---|---|---|
| PRINTED NAME | SIGNATURE | DATE |

**PRINCIPAL**

| Mimi Melehes | *Mimi Melehes* | 5/20/18 |
|---|---|---|
| PRINTED NAME | SIGNATURE | DATE |

**CHAIRPERSON, BOARD OF TRUSTEES**

| Charles J. Saylors | *[signature]* | 8/28/2018 |
|---|---|---|
| PRINTED NAME | SIGNATURE | DATE |

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

| Alissa Bache | *Alissa Bache* | 5/20/18 |
|---|---|---|
| PRINTED NAME | SIGNATURE | DATE |

**SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD**

| Leah Sullivan | *Leah Sullivan* | 5/20/18 |
|---|---|---|
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL ADDRESS: 9122 Augusta Rd. Pelzer, SC 29669

SCHOOL TELEPHONE: (864) 355-4900

PRINCIPAL E-MAIL ADDRESS: mmelehes@greenville.k12.sc.us

**Stakeholder Involvement for School Renewal**

Position                  Name

1.  Principal ……………………………………………………  Mimi Melehes

2.  Teacher ………………………………………………….  Angie Hunt

3.  Parent/Guardian ………………………………………….  Jennifer Hogg

4.  Community Member………………………………………  Mike Morris

5.  Paraprofessional ………………………………………… Jane Presley

6.  School Improvement Council Member …………………….  Alissa Bache

7.  Read to Succeed Reading Coach…………………………  Rachel Burgess

8.  School Read To Succeed Literacy Leadership Team Lead ……… Leah Sullivan

9.  School Read To Succeed Literacy Leadership Team Member ……Kelsey Linares

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

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

.

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

○ Yes
○ No
○ N/A

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

○ Yes
○ No
○ N/A

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

○ Yes
○ No
○ N/A

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

○ Yes
○ No
○ N/A

**Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.

○ Yes
○ No
○ N/A

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

○ Yes
○ No
○ N/A

**Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

○ Yes
○ No
○ N/A

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

○ Yes
○ No
○ N/A

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

○ Yes
○ No
○ N/A

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

○ Yes
○ No

**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.

| | |
|---|---|
| ○ N/A | |
| ● Yes<br>○ No<br>○ N/A | **Parenting and Family Literacy**<br>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening. |
| ● Yes<br>○ No<br>○ N/A | **Recruitment**<br>The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect. |
| ● Yes<br>○ No<br>○ N/A | **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**<br>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities. |

# Table of Contents

# **Introduction**

This section includes:

Summary of Self Study Process

Stakeholder Involvement

# The Ellen Woodside Elementary School Portfolio

The Ellen Woodside Elementary School Portfolio is developed to document the changes and progress our school has made in working to continuously improve. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability as we meet the future challenges that face our school.

The South Carolina Department of Education was granted a waiver in July 2012. This granted a waiver from several accountability requirements of the Elementary and Secondary Education Act (ESEA). The waiver allows SC schools to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place. This allows the state to determine if each school met the target or made progress toward the target. The analysis results in a letter grade for the school instead of a pass/fail rating. Ellen Woodside received a 76.4% (C) on the 2014 State Report Card. As defined by the State Report Card, a C rating can be defined as "performance meets the state's expectations". This rating is based on average number of students performing reaching the target set by the state on the Palmetto Assessment of State Standards (PASS) test. Ellen Woodside scored an Absolute Rating of Average and a Growth Rating of Average. In accordance with state law, the school did not receive a grade for the 2015 school year. In 2016, the school received an Average rating. For the 2017 school year schools did not receive a rating. Schools will not receive accountability ratings until Fall 2018 when the state will transition to a single accountability system.

The school will monitor SC Ready and SC PASS data, as well as FastBridge and data collected from TE 21 benchmarks. SC PASS and SC Ready data will be used in the portfolio as well as for school, teacher, and student goals. SC Ready and SC PASS will be taken in May. Students in Kindergarten through second grades will be assessed using FastBridge three times a year. Second through fifth grade students will be assessed in ELA and math three times a year using the TE 21 Benchmark through Mastery Connect to monitor students meeting standard expectations. Strategic plan goals will be based on SC Ready and SC PASS results and trends for growth in previous school years. All students are benchmarked two times throughout the school year and placed

into small guided reading groups for more direct instruction in reading. Students scoring below grade level on the fall benchmark are also formally benchmarked in the winter. Students are continuously assessed in every classroom to monitor growth through common assessments, student/teacher conferring, and reading running records. The categories used in this portfolio are based upon the Greenville County Schools' Strategic Plan. A committee of individuals representing diverse perspectives across the school system and community were involved in writing the plan. Our school is invested in using this plan to continuously improve student performance. The categories outlined in the portfolio are as follows:

- Executive Summary

- School Profile

- Mission, Vision, and Beliefs

- Data Analysis and Needs Assessment

- Action Plan

The school portfolio is a document that describes Ellen Woodside and includes actual evidence of our progress. It describes our vision for the school, goals, plans, progress, achievements in the context of demographics and needs, and school partnerships. The portfolio describes how we build and utilize our overall school plan in alignment with the district strategic plan, for the purpose of increasing student learning. The portfolio, along with report card data is shared with parents, SIC members, community members, and teachers to help guide strategies and processes for the current school year. The last section, Continuous Improvement and Evaluation, summarizes the previous and current year's assessment data. It is in this final chapter that one can see an overview of our systematic monitoring of progress. It shows how all of the parts fit together to make our school a positive place for our students.

**Leadership Structure**
Mrs. Mimi Melehes served her sixth year as Principal of Ellen Woodside during the 2017-2018 school year. Mrs. Melehes has prior experience as both and Administrative Assistant and as an Assistant Principal in the district. She has experience as a special education teacher. Her leadership allows for more staff input in the

decision-making process through Achievement Teams and Faculty Advisory Council. All stakeholders recognize that we need greater staff buy-in if decisions were to lead to substantial school improvement. The leadership team also feels strength of our structure includes a common planning time for grade levels and the involvement of the Instructional Coach and Literacy Specialist within the planning and organization of professional development. Mrs. Melehes uses information and input from the faculty to guide her leadership decisions as she serves in her role as principal.

**Faculty Council**

Each grade level has a chairperson who serves on the school Faculty Council. These staff members serve for two years on the council. The council meets monthly, with the school leadership team to discuss school events, school data, and other concerns as needed.

| 2017-2018 Faculty Council Members | |
|---|---|
| **Kindergarten** | Beth Mayfield |
| **1st Grade** | Taylor Sowell |
| **2nd Grade** | Sandra Holliday-Culbertson |
| **3rd Grade** | Michelle Williams |
| **4th Grade** | Wendy Page |
| **5th Grade** | Allie Long |
| **Related Arts** | Kyle Herr |
| **SPED and Teacher of the Year** | Angie Hunt |
| **Administration** | Mimi Melehes, Nathan Deese |
| **Instructional Support** | Leah Sullivan, Rachel Burgess |

**Meeting Times for Staff**

All staff members have committed to meet each Wednesday after school. These meeting dates

alternate with the "Staff as Whole" and individual committee meetings. Meeting times may also be used for

professional development, as the committees deem appropriate. The focus of these meetings is to ensure

that strategies are implemented and goals are continually evaluated. In addition all grade levels are to meet

weekly in professional learning communities, during a common planning period with the Instructional

Coach, Literacy Specialist and the principal.

**Roles and Responsibilities**

It is each staff member's responsibility to align the state standards with instruction in their individual

classroom. In addition, all staff members will participate in professional learning communities, cross grade

level action teams, and as a whole staff to assure that collaboration and uniform coverage of state standards

are implemented. The roles and responsibilities of each team are defined below.

**Grade Level Teams**

The purpose of grade level teams is to maintain uniformity of curriculum, instruction, assessment, and to

implement the standards at each grade level.

- Every teacher will participate in weekly meetings with his or her grade level.

- Teachers will coach and support the implementation of the standards in each other's

  classrooms.

- Grade level teams will be guided by the action teams.

- Common assessments will be used to guide decisions in instruction.

- Teachers will study and support each other's implementation of best practices.

- The Instructional Coach and Literacy Specialist will be assigned to support grade level teams

  through professional development and coaching cycles.

**Multi-Grade Level Action Teams**

The purpose of the multi-grade level action teams is to maintain uniformity of curriculum, instruction, and assessment in each subject area. The specific goals of these groups are to:

- Improve instruction and student achievement results school-wide.

- Guide, enforce, and reinforce the school plan.

- Members attend district meetings and report information back to the staff in each content area.

- Ensure the implementation of standards and the vision within and across the grade levels.

- Monitor student progress and address concerns.

- Be a resource for the implementation of standards and district curriculum.

- Review data and plan for improvement.

- Disseminate content information from the district, state, and federal government.

- Troubleshoot the concerns of teams.

## Ellen Woodside Action Teams (Vertical Teams)
## 2017-2018

| Reading | Mayfield | Powell | Culbertson | Bagwell | Sylvester | Lockaby | Eskew | Burgess | Griffin |
|---|---|---|---|---|---|---|---|---|---|
| **Math** | Jefferies | Copeland | Grant | DeSantis | Mesardjian | Varda | Herr | Kilian | Lewis |
| **Writing** | Duerk | Carroll | Urso | Maddox | Eller | Carter | West | Tarr | Sherbert |
| **S.S.** | O'Bryan | Sutherland | Bellinger | Williams | Page | McNeely | Hunt | Couch | |
| **Science** | Drummond | Sowell | Fant | Kapousidis | Allen | Long | Reynolds | Tinsley | |

**"Staff as a Whole" Meetings**

The purposes of the "Staff as a Whole" meetings are to:

- Collaborate with peers regarding professional development literature.

- Share best practices.

- Ensure clear communication throughout the school.

- Participate in professional development based on student needs.

- Review data (student learning, questionnaires, demographics, school process, and student learning style preferences).

- Review student work.

- Share research and brainstorm best practices as related to differentiated instruction.

# Executive Summary

This Section Includes:

Needs Assessment

      Student Achievement

      Teacher and Administrator Quality

      Assessment for School Climate

School Challenges

Accomplishments and Results

# Executive Summary

## Needs Assessment

**Student Achievement**

Based on SCPASS results, students at Ellen Woodside fell below the district percentage of students in the meets and exceeds expectations category in ELA by 11%. Students scoring lowest in ELA were those from the male population. As a school, the male population in the meets and exceeds category was 29%, while the female population scored 48%. The number of students with disabilities scoring met or exemplary was 3%, making it the lowest subgroup. The implementation of Balanced Literacy will aid in raising test scores for this population. Students will be taught reading and writing in small, flexible groups based on their reading and writing abilities. Teachers will conference with individual students weekly, and students will read text independently on their level to increase reading fluency and comprehension. In addition to providing a balanced approach, teachers will collect individual student data in reading to set goals with students. Struggling readers will have a written action plan created by the teacher where planned intervention strategies will be implemented in the classroom. Teachers will conference with students regularly during reading workshop to collect data and Students with IEPs will be met in an inclusion setting.

A SC Ready result showed 43% of students scoring in the meets and exceeds categories for math. This is 11 percentage points lower than that of the district actual of 54%. Students scoring lowest in this area were those from the disabled population at 7%. Hispanic students (49%) outperformed both African American (37%) and Caucasian (44%) students in this area, with African American students scoring the lowest. Teachers will continue the usage of Reflex Math in classrooms to increase math fact fluency throughout the school. Teachers will also meet with small math groups to provided individualized math instruction in the classroom. Common Assessments will be used to track student achievement in the area of math throughout the school year. Mastery Connect will be used to track student mastery of math standards. This will allow teachers to plan instruction based on student needs in the classroom. Students in grades one through five will also complete a spiral math review each week to retain information learned throughout the year.

Science scores were the lowest in all grade levels. The percentage of students scoring "Met" and "Exemplary" on the PASS test was 43%. This is 9% lower than the district actual. As a school, we will continue to work on science instruction in order to provide rigorous instruction for our students to meet the standards. Teachers will continue to implement interactive notebooks. Teachers in 3rd-5th grades will be required to utilize the science lab once a week to provide hands-on science instruction. The Instructional Coach will support teachers in planning science lessons that include engineering practices and provide students the opportunity for inquiry and problem solving. Teachers will visit classrooms of other teachers whose scores are showing improvement in the classroom to observe best practices in science instruction. Teachers will participate in teacher-led professional development throughout the year to share best practices.

In the area of Social Studies, 79% of students scored in the "Met" and "Exemplary" categories. This is 4% lower than the district actual, but 3% higher than the state actual. In comparison to 2016 scores, social studies increased by 8%. The instructional coach and literacy specialist will continue to work with grade level teams to plan rigorous social studies lessons that are integrated with reading and writing. This will offer more exposure to the social studies content throughout the school year. Teachers will also share strengths during teacher led professional development in this area.

**Teacher and Administrator Quality**

According to the 2017 school report card, the percentage of teachers with advanced degrees at the school was 39.5%. Ninety one percent of teachers were continuing contract, which is up from 88% the previous year. The number of teachers returning to the school from the previous year was 91.7%. This percentage also increased from the year prior by 1.8%. The teacher attendance rate was 90.2% in 2017.

The principal has been in education for 20 years and has served as the principal of the school for six years, with previous experience as an Administrative Assistant and Assistant Principal, prior to coming to Ellen Woodside. The Assistant Principal served his second year at the school, and was an Administrative Assistant before coming to the school. The Instructional Coach served her sixth year in the coaching position at the school with a total of 15 years in education.

**School Climate**

Teacher, student, and parent satisfaction of the instructional program, school safety, and school-home relations was somewhat different in each category. Of the surveys returned during the 2016-2017 school year, the lowest area was parent satisfaction with school-home relations. The data showed that 92.7%% of parents were satisfied in this category. This was up from 70.5% the previous school year. Teachers reported 92% satisfaction with school to home relations. All other categories showed higher satisfaction. The highest area reported for all participants was satisfaction with social and physical environment with over 95% of all parties satisfied. Teachers reported 100% satisfaction with both the learning environment and social and physical environment at the school.

## Significant Challenges the Past Three Years:

Changing reading models from a basal approach (whole group teaching) to the Balanced Literacy model has shifted the way teachers teach reading. In response to this change, a lot of whole staff and grade level professional development has been necessary. Training all teachers in this model will continue to take time to be implemented with fidelity throughout the school.

Many new, teachers were hired in the past three years due to the growth of the school. These teachers require training in all district initiatives. Over 90% of these teachers are first year teachers.

## Accomplishments:

- Palmetto Silver Award
- United Way Campaign Award of Excellence
- Safe Kids School Award
- Michelin Challenge Education School
- Baldrige School of Excellence
- District Energy Saver Award
- Mentor Greenville
- Battle of the Books District Winner
- InTirenational Project People's Choice Award Winner

# School Profile

This section includes:

Description of School Community

School Personal Data

Student Population Data

Academics

## Ellen Woodside Elementary School

Ellen Woodside Elementary, located on Highway 25 in the southeastern section of Greenville County, currently serves 703 (May 31, 2018) students in grades 4K through fifth grade Ellen Woodside Elementary is one of 53 elementary schools in the Greenville County School District. It is located in southern Greenville County. The school facility sits on a 16 acre lot. The area of the school building is approximately 95,000 square feet. To appreciate the rich heritage of Ellen Woodside Elementary, one must consider the many people who have touched the soul of our long lasting institution. People are the heart of Ellen Woodside and so, the people of our community, make up the important history of our school.

Although we are located in Pelzer, South Carolina, our school operates under the jurisdiction of Greenville County leaders. The governing board of Greenville County consists of a mayor and a City Council made up of 12 members. Mayor Knox White is currently the School Board representative for our area. Ashley Tranthum is the current area representative for the State House of Representatives and is an active part of the school and a member of the School Improvement Council. The largest employers in our area are Flour, Greenville Memorial Hospital, Michelin Tire Corporation, General Electric, and 3M.

The Southern Connector provides easy access to surrounding cities. The addition of restaurants, gas stations, and retail stores has created more job opportunities for members of our immediate community. We expect continuous growth due to new construction in the area.

The community offers potential resources and strengths. Educational opportunities available in the area include the Brashier Campus of Greenville Technical College. The University Center, also located in the area, allows students to obtain a variety of degrees from several large universities throughout South Carolina.

## Ellen Woodside Elementary Staff

Our present staff consists of a principal, an assistant principal, one instructional coach, one guidance counselor, a school nurse, a media specialist, 33 classroom teachers, one ED self-contained intermediate resource teacher, two full-time resource teachers, one full time reading interventionist, one part-time

reading interventionist, one part-time speech therapist, a part time Challenge teacher, three full-time related arts teachers (art, music, physical education), three traveling related arts teachers (at EWE once a week), a full time Literacy Specialist, a full time Computer Lab instructor, and one part-time ESOL teacher. One secretary and one full time clerk keep our office running smoothly. Our support staff includes eight paraprofessionals (kindergarten and LD/SC). Our cafeteria employs eight full time workers. A custodial team of five members keeps our school operating in a clean and safe manner. Piedmont Mental Health has an office at Ellen Woodside to help assist families and students with their needs. Ellen Woodside also runs an Extended Day program which includes two part-time employees.

The staff of Ellen Woodside includes five male staff members. Of the five, three are teachers, one is a paraprofessional, and one is Assistant Principal. Our staff has three African-American members, with two being classroom teachers and one being a paraprofessional.

Of the faculty, 90.7% are continuing contract teachers. This is up from 87.8% in 2016. Eight of these teachers have been at Ellen Woodside for 10 or more years. Teacher attendance rate for the 2016 school year was 90.2%. This is down from 93% the previous year.

Of the teaching staff, 39.5%  have obtained advanced degrees. All of our teachers are considered "Highly Qualified" as defined by the state. According to the 2017 state report card, teachers spent an average of 7 days involved in professional development. Teachers are working in the summer and after school hours to receive professional development outside of the school day. The district offers many courses through Summer Academy and the Upstate Technology Conference to help develop teachers in instructional best practices, behavior, and technology.

## Student Population

There are 701 students currently enrolled in Ellen Woodside Elementary School. The number of students in each grade level has increased in the past three years. In response, new teaching positions have been added to all grade levels. Teacher to student ratios are shown in the chart below:

| Grade Level | #of Teachers | Students: Teacher |
|---|---|---|
| K4 | 1 teacher 1paraprofessional | 22:2 |
| K5 | 5 teachers 5 paraprofessionals | 21:2 |

| | | |
|---|---|---|
| 1st | 6 | 17:1 |
| 2nd | 5 | 20:1 |
| 3rd | 5 | 20:1 |
| 4th | 4 | 22:1 |
| 5th | 4 | 24:1 |

At Ellen Woodside, Caucasian students make up 68% of the population, African Americans make up 17% percent, and other ethnic backgrounds (including Hispanics, American Indians, Asian, and two or more races) make up 14% of the school population. The ratio between Caucasians and African-Americans had remained relatively constant over the years.

## Enrollment Over- Time



Over the past four school years, our population has changed as shown in the bar graph above. Due to the development of new neighborhoods in the community, we have experienced an increase in students this school year. Due to the location of the school, many families who are zoned for Ellen Woodside are closer to other Greenville County schools. This impacts our school population because many families receive special permission to attend a closer school. However, as those schools are at capacity, we are receiving more students from suburban areas than in years past resulting in a population increase.

Many of the students at Ellen Woodside Elementary come from lower income working class families. During the 2016-2017 school year, our free and reduced lunch program included 59.7% of the

student body. Comparatively, we have 59.6% of students this year that receive subsidized meals. Free and reduced status has remained fairly consistent over time. The poverty index for Ellen Woodside is 73.89%

**Lunch Status Over Time**



| | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
| Paid | 43.0% | 40.3% | 40.9% |
| Free/Reduced | 57.0% | 59.7% | 59.6% |
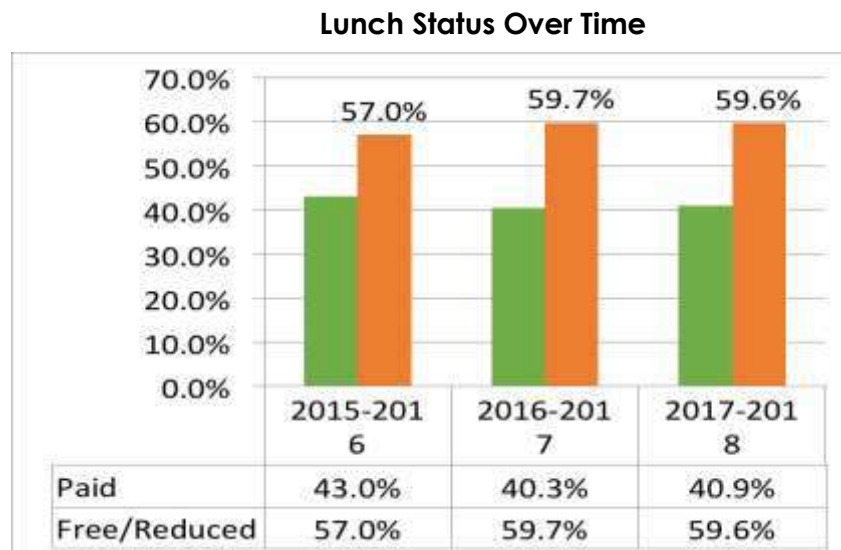
## Student Services

Currently, Ellen Woodside has 35 students enrolled in the district Challenge program. This is over 10% of the population of qualifying grade levels. Challenge is for students in third through fifth grades. Standardized test scores and national-normed tests are used to determine acceptance into this program.

The percentage of our students with disabilities other than speech is 9.4%. These disabilities include learning disabled, other health impairments, autism, emotionally disabled, and developmental delays. Services are provided through inclusion and pull out programs for resource students. There is one primary self-contained classroom for emotionally disabled students.

**Ellen Woodside Elementary Student Services (2017-2018)**

| | |
|---|---|
| Developmentally Delayed | 6 |
| Other Health Impaired | 7 |
| Learning Disabilities | 36 |
| Autism | 6 |
| Speech | 53 |
| Hearing Impairment | 1 |
| ED | 6 |

| | |
|---|---|
| Multiple Disabilities | 2 |
| Challenge | 35 |
| RTI | 86 |
| ESOL | 14 |

**Attendance Rate:**

Our student attendance rate on the 2017 State Report Card was % for the 2015-2016 school year. This was the same percentage as the previous school year. The school is slightly higher than the district average of 95.7%. Attendance conferences are held with parents and students who have excessive absences and tardies. The phone notification system is used to contact parents of students who are absent from school or tardy. Truancy referrals are completed for students that have five total unexcused absences or three consecutive absences. The Principal, Guidance Counselor, Attendance Clerk, and Assistant Principal are working to communicate with families to reduce the number of truancy referrals for the current school year.

**Student Programs**

At Ellen Woodside we recognize that students are the heart of our school. Students are offered a wide variety of ways to take part in the enrichment of the school community.

**Programs including students that are currently taking place at Ellen Woodside include:**

Safety Patrols

Morning News Broadcast Team

Intramural Sports

Chorus

Michelin Lunch Buddies

Mentoring

KATS Tutoring Program

Reading Buddies for Kindergarten Students (paired with fifth grade students)

Riley Readers

Recorder Club

Technology Team

Ukulele Club

Battle of the Books

Ellen Woodside provides support to families by providing an after-school Extended Day Program. Ellen Woodside works with the local high school and career center to provide learning opportunities for students. The PTA offers students a variety of activities throughout the school year.

## School Community

Our principal, Mrs. Mimi Melehes, is in her 19th year of education. Mrs. Melehes is in her sixth year as principal. She served as an Assistant Principal at East North Street Academy for four years and as Administrative Assistant at Summit Drive Elementary for two years. She was a special education teacher for 8 years. Mr. Nathan Deese is serving as Ellen Woodside's Assistant Principal. This is Mr. Deese's second year as Assistant Principal. Our Instructional Coach, Mrs. Leah Sullivan was a classroom teacher for 8 years and is currently in her sixth year in this position. The Literacy Specialist, Ms. Rachel Burgess was a classroom teacher for 12 years, and is in her third year as a specialist.

There are many teams that help make decisions at Ellen Woodside Elementary. Teachers are leaders within the school. Faculty Council provides a forum for decision-making and feedback from each grade level and special areas. Achievement groups have been created in each subject area as well as technology and school climate where all teachers on staff are involved in data disaggregating and aligning programs with the school goals. Monetary decisions are also made by the action teams to align with the goals in that area. SIC (School Improvement Council) involves members of the community in decision-making.

## Local Community

Ellen Woodside Elementary envisions our families, staff, and community working together to help our children achieve excellence in everything they do. We feel this is a shared responsibility. We are committed to exploring and developing new strategies for our community, which will help us, and our children meet the challenges of an ever-changing society. Our community will set behavioral and academic standards and be accountable for meeting those standards.

The Ellen Woodside community recognizes the importance of partnership development in the success of our programs. These partnerships can make instructional programs exciting and relevant to the purpose of developing all students into successful citizens and quality workers.

Partnerships are described below:

**Michelin North America**: Michelin tutors work with students on Compass Learning in our Computer Lab twice a week and mentors work with and develop relationships with students daily our school. Michelin volunteers also serve as "Lunch Buddies" to read with students. In return, our students compete in an Annual Black History Month essay contest. Winning essays are printed on Michelin calendars that are distributed throughout the community. We also will have a "Michelin Day" during Career Week to thank them for their dedication to our school. Michelin provides a grant each year for K-2nd grade teachers to have a subscription to Reading A-Z to provide leveled reading materials to students. Engineers work with fifth grade students to design and create rockets. Students participate in a rocket launch to determine the effectiveness of their rocket. Michelin engineers also work with students during a fourth grade Invention Convention.

**South Greenville Fire Department**: Firefighters come to Ellen Woodside each week to read to classes and small groups from kindergarten through fifth grade. While here the firefighters are able to share fire safety tips and information with the students. By being a constant presence at Ellen Woodside the firefighters are able to develop positive relationships with the community and disseminate information pertinent to their mission.

**Eastside Kiwanis Club**: Kiwanis volunteers visit our school each nine weeks to present certificates, gift cards, t-shirts and bumper stickers to "Terrific Kids". Volunteers have also worked our Fall Fling, helped in school beautification projects, donated money for coats for students, and cooked for various events at the school. In return Ellen Woodside promotes the club's annual Pancake Breakfast and recognizes them in school newsletters.

**Pleasantburg Rotary Club**: This chapter of the Rotary Club provides our third grade students with dictionaries each year. In return Ellen Woodside writes letters thanking club members and notes the contributions in school newsletters.

**Boy Scouts/Girl Scouts of America**: Scouting provides our students with exposure to positive values and activities that they might not otherwise come in contact with. EWE promotes these experiences by allowing Scouts to set up information tables at Meet the Teacher Night.

**Washington Baptist Church**: WBC provides a weekly after school gathering for students called the Good News Club. Students are provided snacks and character development through participation in this club. In return Ellen Woodside allows WBC to distribute information to the community concerning other programs that are being sponsored at the church such as Upward sports and church programs.

**Woodmont High School**: The students at Woodmont High School come for various events throughout the year such as Red Ribbon Week, PASS Pep Rallies, Accelerated Reader Celebrations, Flag Football and Field Day. The students in the WHS Drama Club presented a play for the intermediate grades. The school in turn promotes events at the high school such as sports and drama productions.

**The Riley Center**: Ellen Woodside is fortunate to have a K4 development center within walking distance. The Riley Center offers parent workshops in partnership with Strong Communities and our families are invited to attend. Ellen Woodside students visit the Riley Center each month for "Riley Readers". Students in 3rd-5th grade students walk to the center and read with the K4 students.

**Oakpointe Church** Volunteers from Oakpointe Church work with Ellen Woodside to provide breakfast and duty free lunches for teachers.

**Ellen Woodside Buddy Program (Partnered with Mentor Greenville)** The mentoring program reaches out to our staff members, community members, and business partners, such as Michelin, to find mentors for students. A mentor is a caring, adult volunteer who is willing to come once a week to help our students succeed in school. Mentors work with teachers to help students develop strategies to have great success in school. During the

"buddy session", students share lunch, read books, and practice other academic skills with their mentors. Currently 10% of the student population is being served by a mentor.

**Public Education Partners** Since 2012, PEP has sponsored a Free Book Fair for students at Ellen Woodside. PEP raises money each year to support summer reading. Students receive free books, of their choice, to take home for the summer at the end of the school year. They are also invited to participate in free reading activities sponsored by PEP during the summer. PEP hosts a family reading night during the summer to help parents help their children read at home.

We encourage family members and community members to present at our annual Career Week events. Local churches are also important to the community and provide the Good News Club, school supplies, and after school programs for students. A school-wide "Michelin Day" is held each year for students to explore engineering jobs. Businesses have been generous with donations to our school. They are fully aware of Ellen Woodside's vision. Our goal is to encourage more involvement and to create a reciprocal relationship between our school and the business community. We do provide publicity for these businesses through newsletters and the school web site. There are also articles of recognition sent to the local news associates. Events are held at partners' locations to help raise funds for the school and bring in business for our supportive companies.

Our Ellen Woodside PTA often acts as a liaison between our school and local businesses to aid our school in obtaining resources for school programs. The PTA plays a vital role in initiating, developing, and implementing programs throughout our school. This organization also provides the funding necessary to support our student programs. Donations are made to PTA from companies such as Commercial Bank, McDonald's, Lakeview Golf Course, Food Lion, Coke, and Michelin. The SIC meets monthly to discuss school-wide events, school improvement, and student achievement. The committee works with community members throughout the school year to improve the school.

## Partnership Plan

The Ellen Woodside Elementary staff evaluated our partnership development history. The school created a School Community Plan to build positive relationships within our school community and the South Greenville Community. We felt that at the school level we needed a committee to form a plan to increase partnerships, strengthen our relationship with existing partners, and equalize our roles as members of the community. As a result of our needs we formed the Student Climate / Community Achievement Team. This plan will evolve and grow throughout the year. Current practices and new ideas formed by the committee are listed below:

- Each fall, new parents and students are invited to meet the Principal, the teachers, and to tour our school.

- The school will conduct a *Meet the Teacher Night* before the first day of school and an *Open House* during the first nine weeks with groups from within the community having information available.

- Community members are invited to join us for lunch throughout the year.

- Community members are invited to join in celebrations of accomplishments of our school.

- Parents are kept informed of school activities through *Monday Memos*.

- Our school website and Facebook page is utilized as a means to inform parents of standards, assignments, current events, accomplishments, and school processes. This website is maintained and updated on a regular basis.

- Teachers will submit weekly classroom information to The Tribune Times, The Greenville News, Williamston Journal, and City People.

- We will maintain our *School Improvement Council* (SIC) by holding monthly meetings throughout the school year.

- A *Report to the Community* will be distributed mid-year to inform parents of test scores and progress of our school.

- Classroom Celebrations and Awards Ceremonies are held to showcase positive attributes of students and encourage parents to come to the school.

- PTA sponsored activities that involve our community partners include: School Dances, Barrier Island Trip, the Fifth Grade Picnic, Award Presentations, Color Run, Accelerated Reader Parties, Muffins with Mom, Donuts for Dads, Talent Show, Teacher Appreciation Week, and the Volunteer Appreciation Banquet.

- Parent, teacher, and student conferences are required at the end of the first and third quarters of each school year.

- Grade level activities are encouraged that include parents visiting the classrooms and taking part in activities that enhance the curriculum. (ex. Music Performances, SC Play, Art Show)

The above are a few of the activities we are currently implementing and some that we plan to implement throughout the school year. Our next steps are to ensure that we are making contributions to our surrounding community.

In addition to these generous partners, Ellen Woodside is fortunate to receive gifts of goods, gift cards, and services from other businesses within our community. Locally popular businesses that have supported EWE include: 3M, Michelin, Chick-Fil-A, Dollar General Store, Coca Cola, Huff's Outdoor Power Equipment, Circle M Ranch, The UPS Store, Wal-Mart, Target, Office Depot, and Piedmont Golf Course.

- We also encourage family members and community representatives to take part in our annual Career Week events sponsored by our Guidance Department.

- We provide publicity for all of these stakeholders through weekly newsletters, banners, and the school web site. We send information on school events to the local news associates each week for publication, as well as posting events and information to our school Facebook, Twitter, and Instagram accounts.

Our Ellen Woodside PTA and SIC act as liaisons between our school and local businesses to aid our school in obtaining resources for school programs. The PTA plays a vital role in initiating, developing, and implementing programs throughout our school and community. This organization also secures funding necessary to support student programs. The SIC (School Improvement Committee) is also a key component of the Ellen Woodside community. Our current SIC roll includes a State House of Representatives member, business partners, educators, and parents.

**Safety, Cleanliness, and Adequacy of School Facilities**

Ellen Woodside Elementary and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan. Routine fire and emergency drills are held on a monthly basis. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first. At least one coordinated tornado drill is held regionally in which the district participates. Zone Patrol police officers visit the school three to four times daily to check-in and provide a police presence in the school. The district provides all teachers with flip charts regarding emergency procedures, a radio for emergency use when all communication systems are down, and intensive training for procedures and building assessments. The school has ten trained First Responders and an AED device. The team is assessed yearly to monitor compliance with district expectation.

Specific safety concerns regarding buildings and grounds at the school site are handled by the county maintenance department if they cannot be remedied by site custodians or utility workers assigned to site duties. Our professional staff of five custodians performs basic cleaning operations in every classroom every day. Other aspects of the school/district safety program include:

- District safety committee and plan

- School safety committee and policy procedures for handling emergencies

- On-line Mandatory Safety Training

- Safety guidelines

- Maps, locators, and emergency forms

- Shelter in place procedures / Crisis Response Team duties

- AED Equipment

- Emergency equipment and technology

- Playground safety procedures and checklist

- School Safety Policy and Procedures

- Emergency communication procedures and phone list

- Fire safety inspections

- Campus supervision

Our school safety committee consists of all staff members. The plan is updated annually and reviewed by all staff. Each teacher has an "Emergency Bag" containing a copy of the safety plan and class rosters with emergency contact numbers for each student. Student locator sheets and emergency flip charts are also kept in the bag.

## Classroom Discipline/ Learning Climate

Ellen Woodside Elementary School provides a disciplined, but stimulating, learning climate for students. Student discipline is the responsibility of all Ellen Woodside staff members. Teachers and staff are trained in the CHAMPS program. The premise of the program is that students are given very clear expectations regarding the activities and the guidelines for success. The program is implemented in the classrooms and throughout the building.

The climate for learning at Ellen Woodside is also enhanced by involved parents. Parents are encouraged to become involved in school communities and councils, to help with homework, and to encourage, and honor their child's successes.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Ellen Woodside offers many opportunities for student participation and recognition. Character words are highlighted each month in classrooms, in student agendas, on the morning news show, in Monday Memos, and on the school website. Students are encouraged and expected to maintain appropriate behavior and show good character at all times because disruptions interfere with learning. The students are recognized on the morning show and by

administration. Other information about school and classroom rules are distributed and discussed throughout the year. Students are expected to follow the expectations of a "Top Cat Student" and school-wide consequences are established. These expectations are displayed in each classroom and throughout the school. Students are often rewarded for positive behavior through verbal praise, individual rewards, classroom celebrations, and character award recognition. Rewards are given by teachers and the administration.

## Instructional Program

Academic standards have been developed in alignment with the South Carolina Career Readiness Standards and local needs. Subject matter and courses are reviewed on a weekly basis by our staff. Parents are encouraged and welcome to be active participants in the process.

In collaboration with the Alliance for Quality Education we are implementing the Baldrige Program and the use of Quality Learning Tools school-wide. We also implement the Learning Focused program.

We use a variety of programs at Ellen Woodside Elementary to enhance the curriculum and to reach all students' learning styles. We are currently using the Houghton Mifflin series for Math instruction in combination with the district curriculum guides. For the 2015-2016 school year, all grade levels fully implemented the South Carolina Career Readiness Standards in math. In addition to the text our teachers use hands-on activities such as "Every Day Math Counts" and Math 4 Today. Teachers have worked with the district math specialist throughout the school year to analyze current teaching methods and improve upon their math teaching. All first grade teachers were trained in the Guided Math approach during the 2017-2018 school year. These teachers have implemented this approach in their classrooms, and have opened their classrooms as learning labs for other teachers. This will continue to be a focus at the school for the next few years to increase math achievement. Teachers have also worked with the Instructional Coach during grade level meetings to analyze assessment data and collaboratively plan instruction based on the data collected. In Language Arts, our teachers are using a balanced literacy approach with an emphasis on integrating social studies and science with the Language Arts into the curriculum. Teachers use historical novels and various genres of writing to involve students in the learning process. Teachers use mentor texts to teach reading and writing during whole group reading mini-lessons. Students receive on average, 40 minutes of independent reading time each day, with authentic literature. Teachers use leveled books from the current reading, science, and social studies series to teach guided reading lessons. All teachers learned and implemented the Four Square writing method to have writing consistency and common expectations across

grade levels. To effectively implement writing workshop in the Balanced Literacy approach, a teacher from each grade level received year-long PD in the area of writing workshop to begin implementation in their classrooms. These mentor classrooms will be used for learning labs in the future as other teachers are trained. The core social studies materials for primary grade come from the Houghton Mifflin series and for intermediate grades come from the Scott Foresman series, however; in order to meet county and state standards, materials are pulled from other resources. The science textbooks are provided through McGraw-Hill and health books are from Harcourt. Teachers use Foss and Smithsonian science kits to meet the standards for science / health instruction. Rubicon Atlas is used by all teachers in all content areas to collaboratively plan rigorous instruction in all grade levels. Reinforcement is provided through the use of group and individual projects, field trips, guest speakers, and videos. Teachers use Reflex Math, Accelerated Reader, and Mastery Connect to reinforce learning.

## Language Arts

We have implemented several strategies to increase reading and writing proficiency at Ellen Woodside after closely monitoring data over time.

- A Balanced Literacy approach is implemented in all classrooms.

- The four-square writing method has been implemented in all grade levels and is being taught and used throughout the school in order to maintain rigorous writing expectations in all grade levels.

- Response to Intervention has been implemented in K5, 1st, and 2nd grade. Data is continuously monitored to measure growth in reading.

- Student progress in first through fifth grade is monitored through benchmarking using the Fountas and Pinell benchmarking system. Both reading fluency and comprehension are assessed.

- Resource students in fourth and fifth grades are serviced through the inclusion model. Writing has been integrated into all content areas and included in the Related Arts curriculum.

- ELA, reading, and math achievement are monitored in grades 2nd-5th using the TE 21 Benchmark aligned with district pacing and state standards.

- Students are taking part in the Accelerated Reader program to improve comprehension skills.

- Student Data Notebooks are used to track progress.

- Teachers participated in a book study with "The Literacy Teacher's Playbook" by Jennifer Serravallo to learn how to collect and analyze reading data to create individualized reading action plans for students.

- Student writing is displayed throughout the building.

- One primary teacher and one intermediate teacher attended the district's Literacy Mentor

- Initiative to become balanced literacy mentors at the school level.

- Writing is required in all curricular areas and rubrics are used to assess student work. Student writing portfolios are maintained as documentation of student growth.

- Teachers have attended state writing conferences and workshops.

- As part of our continuing staff development, teachers are reading current research to improve teaching methods.

- Staff members are trained in the Baldrige process to encourage student goal setting.

- The MAP test (Measure of Academic Progress) is administered to all $2^{nd}$ and $5^{th}$ grades in December. Some Results are used to differentiate instruction, identify gifted and talented students, and determine the planning of classes for $6^{th}$ grades.

- Weekly grade level planning is utilized to assure collaborative, effective standard driven instruction.

- Common Assessments are used in ELA to continuously track student achievement. Data collected from CAs is discussed during grade-level meetings to guide instruction.

## Math

Currently we use the Houghton Mifflin, *Go Math*, textbook as a guide to mathematics in kindergarten through fifth grade in addition to district curriculum found on Rubicon Atlas. This program of teaching math uses a systematic step-by-step approach to developing mathematics concepts and skills. The focus on problem solving and reasoning provides opportunities for students to demonstrate and apply their understanding. Integrated test preparation ensures that students will succeed on high-stakes state and district tests. As in Language Arts, our math curriculum is standards-based.

In addition to classroom instruction students are offered:

- Everyday Counts Calendar Math

- Use of manipulatives in math lessons

- Math 4 Today spiral math reviews are used during morning work

- First through fifth grade students complete weekly spiral math reviews developed from CA data and teacher collaboration. Data from these reviews is used to determine student mastery of content of the course of the school year.

- Common Assessments are used in math to continuously track student achievement. Data collected from CAs is discussed during grade-level meetings to guide instruction.

- Reinforcement of math concepts in the Computer Lab

- Students use Reflex math at home and school to build fact fluency

- The staff is trained in Baldrige Quality Learning tools to aid in student goal setting.

- The TE 21 Benchmark is administered to all 2nd, 3rd, 4th, and 5th grade students each quarter. Results are used to plan and differentiate instruction in the classroom.

- First grade teachers have been trained in Guided Math and have opened their rooms at learning labs for other teachers in the school.

## On Track

During the 2017-2018 school year, Ellen Woodside piloted an On Track team to identify and help struggling students. This team included the assistant principal, literacy specialist, guidance counselor, school psychologist, and the classroom teacher. Students were referred to On Track based on attendance, behavior, and academic performance. Data was collected from the district's GCSource database and through observation of the student in the classroom. Teachers and administrators were responsible for identifying and referring students to the process. After being identified as a potential candidate for the process, the team met to analyze data collected by the classroom teacher that helped identify the student. In the initial meeting, the team discussed strategies and interventions to put in place in the classroom to help the student. Interventions were then tried in the classroom and the teacher collected new data for the second meeting to determine if the student needed further assistance. If that was determined, the parent of the student was invited to a meeting with the team to discuss plans for psychological testing. This testing was used to determine if the identified student's academic concerns were related to a learning disability.

## Professional Learning Communities

Teachers meet regularly in PLCs to discuss school-wide, grade level, and individual classroom data. Twice a month, grade level PLCs meet to include the Instructional Coach, Literacy Specialist, and Principal. During these meetings the community analyzes data collected in the classroom to identify strengths and weaknesses. This data is used to plan grade level instruction. Instruction is differentiated in classrooms based on the data analysis. Teachers meet in Vertical Teams monthly to discuss school-wide data. These teams work to improve instruction and overall school culture. During the 2017-2018 school year, these teams worked with survey data from students, parents, and staff members to write a new mission and vision for the school community.

# Mission, Vision, and Beliefs

This section includes:

Mission
Vision
Values and Beliefs

# Mission

Our mission rests upon the foundation of our vision and beliefs.

- Create successful students who enjoy learning
- Build strong relationships with students and families
- Produce well-rounded, 21st Century Citizens

# Vision

At Ellen Woodside Elementary, we strive to create a community that fosters a positive, student-centered environment.

# Values and Beliefs

Initially staff members, parents, students, members of the community, and the School Improvement Committee brainstormed values and beliefs concerning the environment, curriculum, instruction and assessment. Using the consensus process and quality tools, the top eight values and beliefs were identified and are listed below:

- All students can learn and should be provided with a variety of instructional approaches to support their learning styles.

- Students have unique talents and abilities and become more productive in an environment where high expectations and standards are modeled.

- Excellence in education requires a partnership and collaboration among the schools, homes, businesses and community.

- Students learn more effectively in an environment that is safe, healthy, nurturing and respectful.

- Students must learn to communicate effectively, solve problems, think critically and creatively, and act responsibly to make positive contributions to society.

- Student learning is enhanced when curriculum, instruction, and assessment are continually analyzed and evaluated.

- An effective school culture allows shared decision-making among staff, appropriates necessary resources and funds, and provides the training and support that ensures quality teaching and learning.

- Students should be provided with a curriculum that is founded on basic skills, is relevant and incorporates real life experiences, and is enriched with higher order thinking and problem solving.

# Data Analysis and Needs Assessment

This section includes:

Student Achievement Needs Assessment

Teacher and Administrator Quality

School Climate Needs Assessment

**Student Achievement and Needs Assessment**

Teachers analyze data from grade level common assessments that are used to guide instruction and planning. These common assessments are formative and provide teachers information regarding the mastery of skills so that re-teaching can occur prior to the summative assessment for the unit. Teachers use this information to guide classroom instruction and create small groups of students to provide remediation and enrichment.

In addition to graded assignments teachers assess student performance and achievement through additional methods. Data notebooks are used for every student to set individual and classroom goals. Children set goals for themselves based on data kept within their data notebook. FASTBridge assessments are used not only with the RTI groups, but with all K5 – first grade students to monitor growth in reading. Checklists are used in conjunction with state and district standards as proof of mastery. Fluency reading tests are used as a required benchmark to measure student performance in grades one through five. This spring, all teachers will administer the Fountas and Pinnell Benchmark to assess reading levels and calculate growth in reading from the beginning of the school year. Class profiles are developed quarterly and are used as a tool to measure the effectiveness of math instruction.

The district has also adopted Mastery Connect.  This is a computerized system that tracks student progress based on mastery of state standards. Second through fifth grade students are required to take a benchmark designed by TE 21 that is aligned to the state standards and district pacing, each quarter. The data used from these benchmarks are used to plan instruction for all students. This data is also used to determine deficit areas and strengthen classroom teaching. The benchmark tests are rigorous and mirror the high stakes standardized tests that students in 3rd-5th grades take at the end of the year.

## Disaggregated Achievement Results

Current SC Ready, SCPASS data, previous years' SCPASS data, and information has been broken down and evaluated by staff members. The information in this section provides a detailed look at subgroup performances last year as well as over time. Each Achievement Group works with specific grade level information during monthly meetings. There are very similar characteristics between grade levels; therefore the data chosen to direct the focus of this section are based on subgroups rated by the state. We compare our school with other similar schools in the district as well as the state in order to gain a better understanding of where we are with our SCPASS and SC Ready scores.

The graph below shows SCReady scores for Ellen Woodside compared to norm data for Greenville County Schools. Currently, there are only two years of data to show. The data shows that Ellen Woodside students meeting or exceeding was 44% in math and 37 % in ELA. This was down from the year prior. Compared to the district, Ellen Woodside students scored lower than the district average in both content areas.

**EWES Compared to GCS**

|  | Math 2016 | Math 2017 | ELA 2016 | ELA 2017 |
|---|---|---|---|---|
| Ellen Woodside | 50.0% | 44.0% | 42.0% | 37.0% |
| GCS | 56.0% | 54.0% | 50.0% | 49.0% |
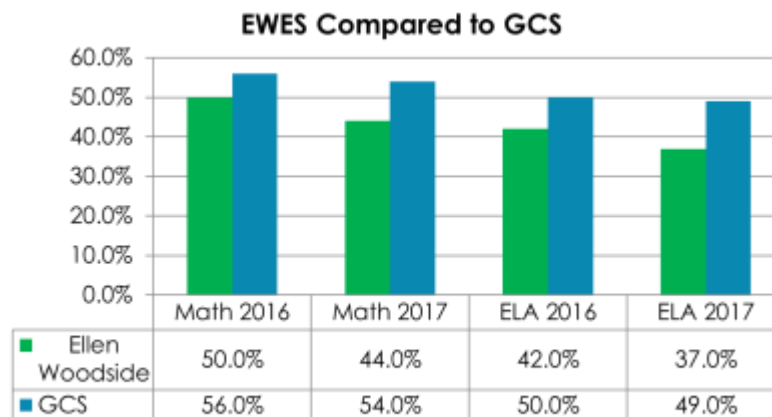
**Current ELA SC Ready Data by Grade Level**

The data shows that 36% of 3rd grade students scored in the meets or exceeds categories. In fourth grade, 40.4% of students scored meets or exceeds, and in 5th grade, 33.4% students scored in the same categories. Data has been disaggregated farther to pinpoint areas we need to focus on further.

**ELA by Performance Level**

|  | Does Not Meet | Approaches | Meets | Exceeds |
|---|---|---|---|---|
| 3rd | 27.0% | 36.9% | 24.3% | 11.7% |
| 4th | 24.0% | 35.5% | 32.2% | 8.2% |
| 5th | 27.0% | 39.6% | 31.3% | 2.1% |
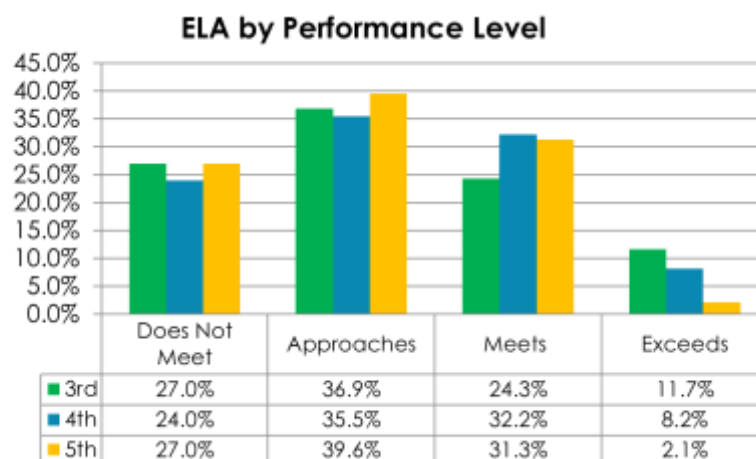
**Current Math SC Ready Data by Grade Level**

The data shows fifth grade students scored the lowest in meets and exceeds, with 36%. Students in fourth grade scoring meets and exceeds was 43%, while third grade was 53.1%. As we look at

disaggregated data in future sections; we will be able to see more areas of need. As we have multiple

years of test data, we will be able to see overall trends.

## Math by Performance Level

| | Does Not Meet | Approaches | Meets | Exceeds |
|---|---|---|---|---|
| 3rd | 21.6% | 25.2% | 43.2% | 9.9% |
| 4th | 22.3% | 34.7% | 28.1% | 14.9% |
| 5th | 27.8% | 36.1% | 24.7% | 11.3% |
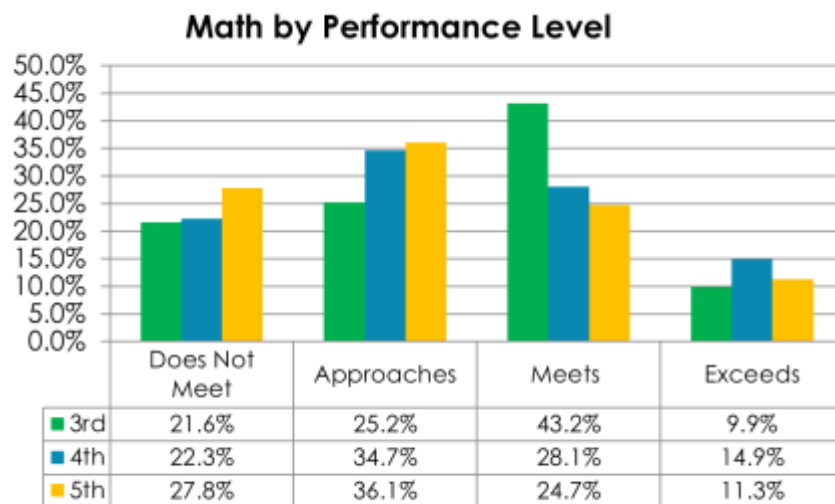
**SC PASS Data Science and Social Studies**

In 2014, students in third, fourth, and fifth grades were tested in science and social studies. This was

changed in 2015 and 2016 to students in fourth and fifth grades only being tested in science and social studies.

In 2017, fourth grade students took science only, and fifth grade students took social studies only. The science

data below shows a decrease from 64% to 43% in the met and exemplary categories.

## Science PASS Overtime

| | 2016 All Students | 2017 All Students |
|---|---|---|
| Not Met | 37% | 57% |
| Met | 52% | 30% |
| Exemplary | 12% | 13% |
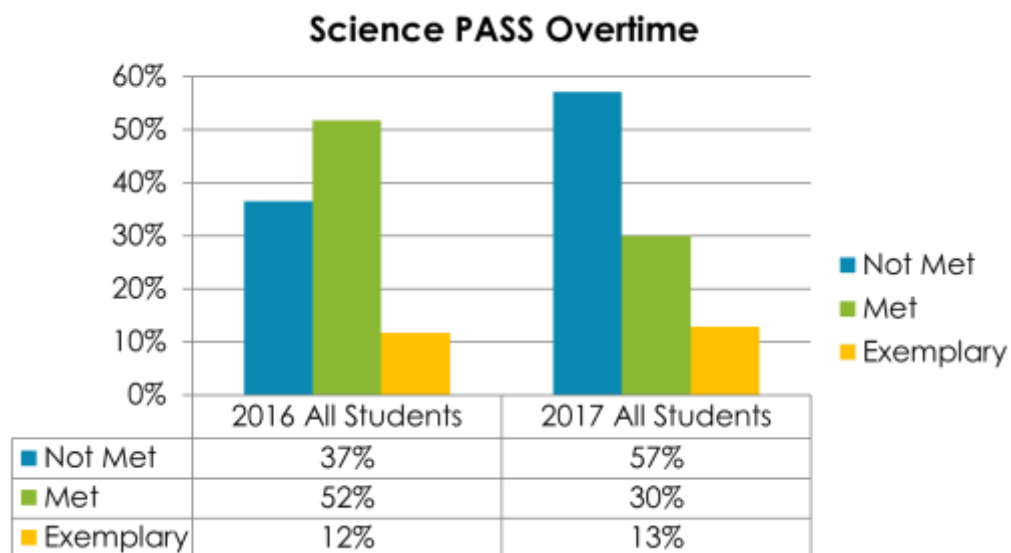
The social studies data shows an increase from 71% of students scoring met and exemplary to 79% of students scoring met and exemplary.

## Social Studies SCPASS Overtime

| | 2016 All Students | 2017 All Students |
|---|---|---|
| ■ Not Met | 28% | 21% |
| ■ Met | 42% | 55% |
| ■ Exemplary | 29% | 24% |
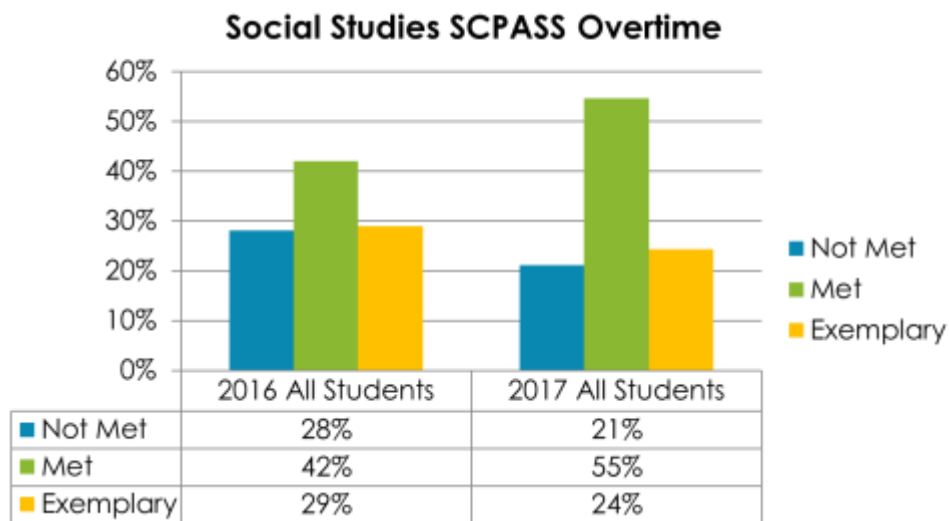
## Demographic Breakdown of Test Scores

In order to better understand the needs of our students, Action Teams look at test data over time broken down by a variety of demographic classifications. The following sections show SC Ready data from the past year and SCPASS data from the past three years.

# ELA Breakdown

| | Male | Female | | White | AA | Other |
|---|---|---|---|---|---|---|
| ■ 3rd Grade | 26% | 44% | | 35% | 30% | 46% |
| ■ 4th Grade | 37% | 46% | | 43% | 39% | 29% |
| ■ 5th Grade | 19% | 50% | | 33% | 32% | 80% |

When looking at gender, females scored significantly higher than males at all grade levels. Fourth grade females scored 9% higher than males in ELA, while in fifth grade females scored 41% higher than males. Overall, it is evident that there is a gap in achievement between males and females in the area of ELA.

In regards to ethnicity, white students in third grade outperformed African American students by 5%, but other races scored higher than both white and African American students. In fourth grade white students scored 4% higher than African American students but 14% higher than those of other races. There was a significant gap between other races and both African American and white students in fifth grade. At 80%, other races scored 47% higher than white students and 48% higher than African American students. In regard to white and African American students in fifth grade, there is only a 1% difference.

## Math Breakdown



| | Male | Female | | White | AA | Other |
|---|---|---|---|---|---|---|
| ■ 3rd Grade | 55% | 51% | | 54% | 45% | 54% |
| ■ 4th Grade | 45% | 40% | | 35% | 35% | 43% |
| ■ 5th Grade | 25% | 50% | | 65% | 32% | 100% |
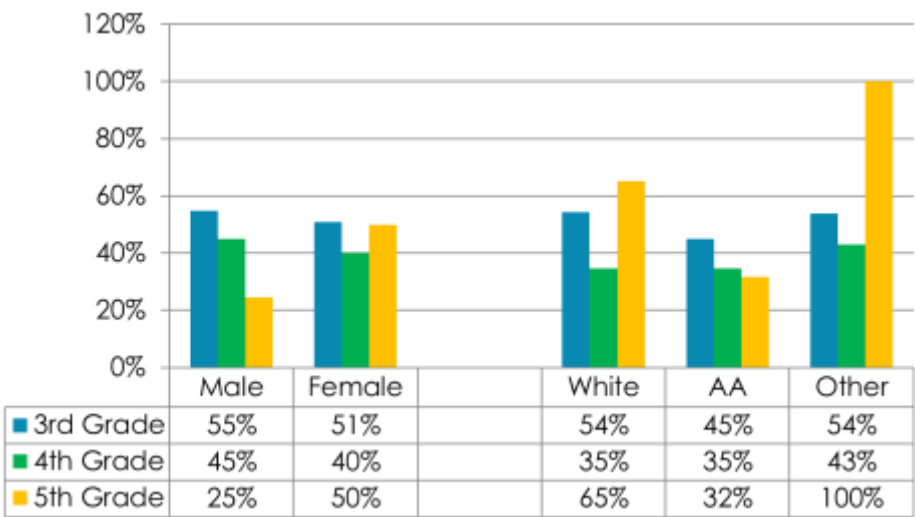
SC Ready math data shows that males outperformed females in third and fourth grade, while females outperformed males in fifth grade. In third grade, there was a 4% gap between males and females, and in fourth grade there was a 5% gap. However, in fifth grade females scored 25% higher than males in math.

When looking at ethnicity, white and other race students in grade three had an equal percentage of students scoring meets and exceeds. However, in fourth grade, the white and African American population scored an equal 35% while other races scored 43%, creating an 8% gap. Students of other races, scored higher 100% met and exemplary in fifth grade. There was a 33% gap between white and African American students in fifth grade. Overall, students of other races score higher than those of the

white and African American population. However, the population of those students is very small at Ellen

Woodside.

**Teacher and Administrator Quality**

# Ellen Woodside Elementary
## Professional Development Plan 2017-2018
**Focus on**: Data Collection to drive Literacy Instruction; Science Notebooking; Building a Positive School Culture

| Date | Name | Location | Time |
|---|---|---|---|
| August 15, 2017 | Teacher Handbook | Media Center | 9:00-11:00 |
| August 23, 2017 | Vertical Teams-School Vision and Mission | Media Center | 3:00-4:00 |
| August 24, 2017 | CHAMPS Refresher-GLM | Planning Room | 8:20-2:20 Teachers meet with IC during planning. |
| August 30, 2017 | Faculty Meeting | Media Center | 3:00-4:00 |
| September 6, 2017 | A-Team Process | Media Center | 3:00-4:30 |
| September 7, 2017 | Mastery Connect Training Session 1 | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| September 13, 2017 | Reading Plan and Read to Succeed United Way Kickoff | Media Center | 3:00-4:00 |
| September 20, 2017 | Faculty Council/Committees | Media Center | 3:00-4:00 |
| September 27, 2017 | Vertical Teams-School Culture | Media Center | 3:00-4:00 |
| September 28, 2017 | *The Literacy Teacher's Playbook*-Interest Inventory and Reading Logs-Gathering Data | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| October 4, 2017 | Vertical Teams-Writing Rubrics Part 1 | Media Center | 3:00-4:00 |
| October 11, 2017 | Windows 10 Training | Media Center | 3:00-4:00 |
| October 12, 2017 | Writing Rubrics Pt. 2-GLM | Planning | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| October 18, 2017 | CogAt and IOWA Training | Media Center | 3:00-4:00 |
| October 19, 2018 | Mastery Connect Training Session 2 | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| October 25, 2017 | Science PD | Media Center | 3:00-4:00 |
| October 26, 2017 | Science PD on Grade Level | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| November 1, 2017 | Vertical Teams-Customer Service | Media Center | 3:00-4:30 |
| November 2, 2017 | *The Literacy Teacher's Playbook*: Synthesizing Data to Create Goals | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during |

| | | | planning. |
|---|---|---|---|
| November 8, 2017 | Creating Online Quiz Games | Media Center | 3:00-4:00 |
| November 9, 2017 | Mastery Connect Training Session 3 | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| November 15, 2017 | Faculty Council/Committees | Media Center | 3:00-4:00 |
| November 16, 2017 | Mastery Connect Session 4 | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| November 29, 2017 | Science PD-Maker Spaces | Media Center | 3:00-4:00 |
| November 30, 2017 | Science PD on Grade Level | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| December 6, 2017 | Faculty Council/Committees | Media Center | 3:00-4:00 |
| December 13, 2017 | Vertical Teams-School Culture | Media Center | 3:00-4:00 |
| January 3, 2018 | Faculty Council/Committees | Media Center | 3:00-4:00 |
| January 4, 2018 | *The LIteracy Teacher's Playbook:* Develop Instructional Plans and Next Steps | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| January 10, 2018 | Vertical Teams-Breakout Game (Teambuilding) | Media Center | 3:00-4:00 |
| January 17, 2018 | Google Classroom with Students | Media Center | 3:00-4:00 |
| January 24, 2018 | Science PD | Media Center | 3:00-4:00 |
| January 25, 2018 | Science PD on Grade Level | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| January 31, 2017 | Faculty Meeting | Media Center | 3:00-4:00 |
| February 7, 2018 | Vertical Teams | Media Center | 3:00-4:00 |
| February 14, 2018 | Faculty Council/Committees | Media Center | 3:00-4:00 |
| February 15, 2018 | Grade Level PLCs Data Meeting | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| February 21, 2018 | PD in PJs-Teacher Choice | Media Center | 3:00-4:00 |
| February 22, 2018 | Grade Level PLCs Data Meeting | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| February 28, 2018 | Science PD | Media Center | 3:00-4:30 |
| March 1, 2018 | Science PD on Grade Level | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |

| March 7, 2018 | Vertical Teams-TDA Linked to Culture | Media Center | 3:00-4:00 |
|---|---|---|---|
| March 8, 2018 | Investigating Text Dependent Analysis on Grade Level | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| March 14, 2018 | Choice PD-Mini Conference | Media Center | 3:00-4:00 |
| March 15, 2018 | Investigating Text Dependent Analysis on Grade Level | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| March 21, 2018 | Faculty Council/Committees | Media Center | 3:00-4:30 |
| March 22, 2018 | Investigating Text Dependent Analysis on Grade Level | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| March 28, 2018 | Science PD | Media Center | 3:00-4:00 |
| March 29, 2018 | Investigating Text Dependent Analysis on Grade Level | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| April 11, 2018 | Vertical Teams | Media Center | 3:00-4:00 |
| April 12, 2018 | Collecting Data to Drive Standards Review | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| April 18, 2018 | Faculty Council/Committees | Media Center | 3:00-4:30 |
| April 19, 2018 | Collecting Data to Drive Standards Review | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| April 25, 2018 | Science PD | Media Center | 3:00-4:00 |
| April 26, 2018 | Science PD on Grade Level | Planning Room | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| May 9, 2018 | Faculty Council/Committees | Media Center | 3:00-4:00 |
| May 10, 2018 | Grade Level Reflections and Celebrations | Planning | 8:20-2:20 Teachers meet with IC and Literacy Specialist during planning. |
| May 16, 2018 | Faculty Meeting | Media Center | 3:00-4:00 |
| May 23, 2018 | Faculty Meeting | Media Center | 3:00-4:00 |
| May 30, 2018 | Vertical Teams-Celebrate EWE | Media Center | 3:00-4:00 |

**Other Professional Development Opportunities:**

- Intel
- Intel 2
- A.L.I.V.E.
- Balanced Literacy Mentor Training
- District Curriculum Meetings
- Upstate Consortium
- Quality Learning Tools
- Summer Academy
- Upstate Technology Conference
- Balanced Literacy Training for New Teachers
- Tech Tuesdays
- Guided Math Training

# School Climate Needs Assessment

At the end of each school year, we administer state designed mandated surveys and use the results provided by the state to assess our climate at Ellen Woodside. As directed by the state, the surveys were administered to all teachers, fifth grade students, and their guardians. The results of this information were distributed to the community through the Annual School Report Card. Every year, our staff examines the results of all surveys to ensure that they were in alignment with our Action Plan. The areas that are currently being evaluated by our Student/School Climate Committee are items that are factored into our Annual School Report Card such as: the number of surveys returned; the percentage of teachers, students, and parents who are satisfied with our learning, social, and physical environment; and with home-school relations.

**The results from our 2016 School Report Card are calculated below:**

Evaluations by Teachers, Students, and Parents

| Evaluations by Teachers, Students, and Parents | Teachers | Students' | Parents' |
|---|---|---|---|
| Number of surveys returned | 25 | 88 | 41 |
| Percent satisfied with learning environment | 100.0% | 92.0% | 92.7% |
| Percent satisfied with social and physical environment | 100.0% | 86.2% | 95.3% |
| Percent satisfied with school-home relations | 92.0% | 85.0% | 92.7% |

'Only students at the highest elementary school grade and their parents were included.

Looking at this data, we see that teachers are satisfied with all school climate areas surveyed, having 90% or higher survey results. Students are mostly satisfied in all areas, while parents are satisfied in all areas.

# Action Plan

## Included In This Section:

Action Plan

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

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

**PERFORMANCE GOAL: 1** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 38% in 2016-17 to 54% in 2022-23.

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

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations 38 (2016-17) | **School Projected Elementary** | **42** | **45** | **48** | **51** | **54** |
| | | **School Actual Elementary** | | | | | |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations **49** (2016-17) | **District Projected Elementary** | **52** | **55** | **58** | **61** | **64** |

49

| | | District Actual Elementary | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Balanced Literacy | Ongoing | Teachers, Instructional Coach, Literacy Specialist, Principal, Public Education Partners | NA | NA | Classroom Observations<br><br>Grade Level Planning<br><br>Classroom Data<br><br>Fountas and Pinnell Benchmark Data<br><br>Lesson Plans<br><br>Professional Development Opportunities |
| 2. Learning Labs | Ongoing | Literacy Mentors Instructional Coach Literacy Specialist | NA | NA | Coaching Cycle Documentation<br><br>Schedule of Visits |
| 3. Individual Student Reading Goals | Ongoing | Teachers, Instructional Coach, Literacy Specialist, Principal | NA | NA | Anecdotal Notes<br><br>Data Team Meeting Minutes<br><br>Walkthrough Observations |
| 4. Common Assessments | Ongoing | Teachers, Administration, Instructional Coach, Literacy Specialist | NA | NA | Unit Data Analysis<br><br>Pre and Post Test Analysis<br><br>Data Team Meeting Minutes<br><br>Use data to plan instruction |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 5. Buddy Readers | Every Friday | Teachers, Administrators, IC, Literacy Specialist | NA | NA | Buddy Teacher List Schedule of reading times |
| 6. Academic Coaching | Bi Weekly | Administrators, IC, Guidance, Literacy Specialist | NA | NA | Academic Coaching Schedule Meeting Notes Goal Setting Forms |
| 7. Response to Intervention (RTI) K5-3$^{rd}$ grade | Daily | RTI Teachers, 5K Teachers and Paraprofessionals, IC, Literacy Coach, Administrators | NA | NA | FastBridge Data |
| 8. Book Clubs | Every Friday | Teachers, IC, Literacy Coach, Administrators | NA | NA | Schedule of Meetings Book Study Lesson Plans Anecdotal Notes Common Assessment Data Data Team Meetings |
| 9. Riley Readers | Once a month | Teachers, Administrators, IC, Literacy Coach | NA | NA | Year Long Schedule |
| | | | | | |
| 7. Coaching Cycles | Ongoing | Teachers, IC, Administrators | NA | NA | Coaching Cycle Notes Lesson Plans Classroom Observations |

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

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

**PERFORMANCE GOAL: 2** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 44% in 2016-17 to 59% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations 44 (2016-17) | **School Projected Elementary** | **47** | **50** | **53** | **56** | **59** |
| | | **School Actual Elementary** | | | | | |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations **54** (2016-17) | **District Projected Elementary** | **57** | **60** | **63** | **66** | **69** |
| | | **District Actual Elementary** | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Math Reviews | Ongoing | Teachers, IC, Administrators | NA | NA | Gradebooks<br>Lesson Plans<br>Walkthrough Observations<br>Academic Coaching |
| 2. Common Assessments | Ongoing | Teachers, IC, Administrators | NA | NA | Unit Data Analysis<br>TE 21 Benchmark Data Analysis<br>Data Team Meetings<br>Grade Level Meetings<br>Use data to plan instruction |
| 3. Reflex Math | Ongoing | Teachers, IC, Administrators | $4,000 | General Funds | Classroom Observations<br>Reflex Math Data Sheets |
| 4. Learning Focused | Ongoing | Teachers, Administrators, IC | NA | NA | Lesson Plans with LF elements<br>Posted EQs in the classroom<br>Walkthrough Observation |
| 5. Peer Tutoring (2nd and 4th graders) | October-April | Guidance Counselor, 2nd Grade Teachers, 4th Grade Peer Tutors | $100 | Local Funds | Attendance Log<br>Progress reports to monitor student growth |
| 6. Guided Math Training | August –May | Teachers trained in Guided | NA | NA | Professional Development Calendar |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| | | Math, IC | | | Classroom Observations<br>Schedule of Training |
| 7. Coaching Cycles | Ongoing | Teachers, IC, Administrators | NA | NA | Coaching Cycle Notes<br>Lesson Plans<br>Classroom Observations |

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

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

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

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

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

| | | District Actual Elementary | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Interactive Science Notebooks | Ongoing | Teachers, IC, Administrators | NA | NA | Classroom Observations<br><br>Lesson Plans<br><br>Grade Level Meeting Minutes |
| 2. TE 21 Benchmark | End of each quarter | Teachers, IC, Administrators | NA | NA | Grade Level Meeting Minutes<br><br>Data Team Meetings<br><br>School Reports |
| 3. Mini Conference | Ongoing | Teachers, IC, Administrators | NA | NA | Conference Schedule |
| 4. Science Lab Instruction (3rd-5th) | Ongoing | Teachers, IC, Administrators | NA | NA | Science Lab Schedule<br><br>Lesson Plans<br><br>Grade Level Meeting Minutes<br><br>Classroom Observations |
| 5. Coaching Cycles | Ongoing | Teachers, IC, Administrators | NA | NA | Coaching Cycle Notes<br><br>Lesson Plans<br><br>Classroom Observations |

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

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

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

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

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

| | | District Actual Elementary | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Time for Kids | Ongoing | Teachers | NA | NA | Lesson Plans<br><br>Classroom Observations |
| 2. Social Studies with ELA Integration | Ongoing | Teachers, IC, Literacy Specialist, Administrators | NA | NA | Lesson Plans<br><br>Classroom Observations<br><br>Grade Level Meeting Minutes<br><br>Coaching Cycles<br><br>Data Team Meetings |
| 3. TE 21 Benchmark | End of each quarter | 5$^{th}$ grade teachers, IC, Administrators | NA | NA | Data Team Meetings<br><br>Grade Level Meeting Minutes |

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

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations 36 (2016-17) Annual Increase = __ | **Projected Hispanic** | 39 | 42 | 45 | 48 | 51 |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations 36 (2016-17) Annual Increase = __ | **Actual Hispanic** | | | | | |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations 35 (2016-17) Annual Increase = __ | **Projected AA** | 38 | 41 | 44 | 47 | 50 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations 35 (2016-17) Annual Increase = __ | **Actual AA** | | | | | |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations 3 (2016-17) Annual Increase = 3% | **Projected SWD** | 6 | 9 | 12 | 15 | 18 |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations 3 (2016-17) Annual Increase = 3% | **Actual SWD** | | | | | |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations 16 (2016-17) Annual Increase = 3% | **Projected LEP** | 19 | 22 | 25 | 28 | 31 |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations 16 (2016-17) Annual Increase = 3% | **Actual LEP** | | | | | |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = 3% | **Projected SIP** | | | | | |
| SC READY ELA SC READY test data file | % Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = 3% | **Actual SIP** | | | | | |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations 49 (2016-17) Annual Increase = 3% | **Projected Hispanic** | 52 | 55 | 58 | 61 | 64 |

| | | | | | | |
|---|---|---|---|---|---|---|
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations 49 (2016-17) Annual Increase = 3% | **Actual Hispanic** | | | | |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations 37 (2016-17) Annual Increase = 3% | **Projected AA** | 40 | 43 | 46 | 49 | 52 |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations 37 (2016-17) Annual Increase = 3% | **Actual AA** | | | | |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations 7 (2016-17) Annual Increase = 3 | **Projected SWD** | 10 | 13 | 16 | 19 | 22 |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations 7 (2016-17) Annual Increase = 3% | **Actual SWD** | | | | |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations 35 (2016-17) Annual Increase = 3 | **Projected LEP** | 38 | 41 | 44 | 47 | 50 |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __ | **Actual LEP** | | | | |
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __ | **Projected SIP** | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SC READY Math SC READY test data file | % Meets Expectations and Exceeds Expectations __ (2016-17) Annual Increase = __ | **Actual SIP** | | | | | |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Projected Hispanic** | | | | | |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Actual Hispanic** | | | | | |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Projected AA** | | | | | |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Actual AA** | | | | | |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Projected SWD** | | | | | |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Actual SWD** | | | | | |
| SCPASS Science SCPASS test data file | Baseline will be established in 2017-18 Grades 4 only | **Projected LEP** | | | | | |

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

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

| **ACTION PLAN FOR STRATEGY #1:** | | | | | **EVALUATION** |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. | | | | | |
| 2. | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 3. | | | | | |

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

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

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

**INTERIM PERFORMANCE GOAL:**  Meet annual targets below.

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

| | | | | | | |
|---|---|---|---|---|---|---|
| MAP | **TBD** | **School Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | | **School Actual** | | | | | |
| Fountas and Pinnell | **TBD** | **District Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | | **District Actual** | | | | | |
| Fastbridge | **TBD** | **District Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | | **District Actual** | | | | | |
| MAP | **TBD** | **District Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | | **District Actual** | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Response to Intervention | Ongoing | | | | |
| 2. | | | | | |
| 3. | | | | | |

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| Employment report | 10% of diverse teachers 2017-18 | **School Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | | **School Actual** | | | | | |
| Employment report | % of diverse teachers 2017-18 | **District Projected** | **TBD** | **TBD** | **TBD** | **TBD** | **TBD** |
| | | **District Actual** | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Tracking Diversity of Candidates Interviewed | Ongoing | Administrator | NA | NA | District Tracking Form |
| 2. | | | | | |
| 3. | | | | | |

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| SDE School Report Card Survey | 86.2 | **School Projected Students** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **School Actual Students** | | | | | |
| | 100 | **School Projected Teachers** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **School Actual Teachers** | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 95.3 | **School Projected Parents** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **School Actual Parents** | | | | | |
| SDE School Report Card Survey | **91** | **District Projected Students** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **District Actual Students** | | | | | |
| | **94** | **District Projected Teachers** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **District Actual Teachers** | | | | | |
| | **88** | **District Projected Parents** | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 | ≥ 90 |
| | | **District Actual Parents** | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

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

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

Percent Recommended for Expulsion

| DATA SOURCE(s): | AVERAGE BASELINE | | **2018–19** | **2019–20** | **2020–21** | **2021–22** | **2022–23** |
|---|---|---|---|---|---|---|---|
| ESSA Federal Accountability and SDE School Report Card | (2016-17) 0 | **School Projected** | ≤1.0 | ≤1.0 | ≤1.0 | ≤1.0 | ≤1.0 |
| | | **School Actual** | | | | | |
| ESSA Federal Accountability and SDE School Report Card | (2016-17) **0.7** | **District Projected** | ≤1.0 | ≤1.0 | ≤1.0 | ≤1.0 | ≤1.0 |

| | | District Actual | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

Annual Expulsion Rate

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| ESSA Federal Accountability and SDE School Report Card | (2016-17) 0 | **School Projected** | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 |
| | | **School Actual** | | | | | |
| ESSA Federal Accountability and SDE School Report Card | (2016-17) | **District Projected** | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 | ≤ .07 |
| | | **District Actual** | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |

| ACTION PLAN FOR STRATEGY #1: | | | | | | EVALUATION |
|---|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |

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

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

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

**INTERIM PERFORMANCE GOAL:**  Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| AdvancED Culture & Climate Surveys | 85 | **School Projected** | 86 | 87 | 88 | 89 | 90 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | **School Actual** | | | | | |
| AdvancED Culture & Climate Surveys | **89** | **District Projected** | **90** | **90** | **90** | **90** | **90** |
| | | **District Actual** | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| ACTIVITY | TIMELINE (Start and End Dates) | PERSON RESPONSIBLE | ESTIMATED COST | FUNDING SOURCE | INDICATORS OF IMPLEMENTATION |
| 1. Community Tour for Teaching Staff | August | Administrators, Teachers | $500 | Local Funds | Schedule of Tour<br><br>Leadership Meeting Minutes<br><br>Teacher Reflection |
| 2. Energy Bus School | Ongoing | Teachers, Administrators | $1000 | Local Funds | Administrator Training<br><br>Professional Development Calendar |
| 3. | | | | | |

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

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

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

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

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| ESSA Federal Accountability and SDE School Report Card | (2016-17) 94.8 | **School Projected** | **95** | **95** | **95** | **95** | **95** |
| | | **School Actual** | | | | | |
| | (2016-17) **95** | **District Projected** | **95** | **95** | **95** | **95** | **95** |
| | | **District Actual** | | | | | |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| 1. Attendance Conferences | Ongoing | Assistant Principal<br><br>Attendance Clerk<br><br>Attendance Supervisor | NA | NA | Conference Form/IMS |
| 2. Classroom Celebrations/Awards Day | End of Each Quarter | Teachers, Administrators, Guidance, IC | NA | NA | Classroom Celebration Schedules |
| 3. Home Visits | Ongoing | Administrators<br><br>Attendance Supervisor | | | Home Visit Log |

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

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

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

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

| DATA SOURCE(s): | AVERAGE BASELINE | | 2018–19 | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
|---|---|---|---|---|---|---|---|
| AdvancED Culture & Climate Surveys | Afraid – %6 Lonely – %19 Angry – %18 | **School Projected** | **Afraid ≤6 Lonely ≤19 Angry ≤18** | **Afraid ≤6 Lonely ≤19 Angry ≤18** | **Afraid ≤5 Lonely ≤18 Angry ≤17** | **Afraid ≤5 Lonely ≤18 Angry ≤17** | **Afraid ≤4 Lonely ≤17 Angry ≤16** |
| | | **School Actual** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** | **Afraid ≤ Lonely ≤ Angry ≤** |
| AdvancED Culture & Climate Surveys | Afraid – 5% Lonely – 10% Angry – 8% | **District Projected** | **Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7** | **Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7** | **Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6** | **Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6** | **Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5** |

| | | District Actual | Afraid ≤ Lonely ≤ Angry ≤ | Afraid ≤ Lonely ≤ Angry ≤ | Afraid ≤ Lonely ≤ Angry ≤ | Afraid ≤ Lonely ≤ Angry ≤ | Afraid ≤ Lonely ≤ Angry ≤ |
|---|---|---|---|---|---|---|---|

| ACTION PLAN FOR STRATEGY #1: | | | | | | EVALUATION |
|---|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | | **INDICATORS OF IMPLEMENTATION** |
| 1. Guidance Lessons | Ongoing | Guidance Counselor | NA | NA | | Lesson Plans<br><br>Guidance Calendar to Teachers<br><br>Character Education Units and Presentations<br><br>Student Agendas |
| 2. Mental Health Services | Ongoing | Piedmont Mental Health Onsite Counselor | NA | NA | | Visit Log |
| 3. Safety Training | Ongoing | | | | | Fire Drill Schedule<br><br>Lockdown Schedule<br><br>Severe Weather Schedule<br><br>Internet Safety Presentation with Rick Floyd |
| 4. Bully Program-3rd Grade | September | Guidance, Teachers | $150 | PTA | | School Calendar |

| ACTION PLAN FOR STRATEGY #1: | | | | | EVALUATION |
|---|---|---|---|---|---|
| **ACTIVITY** | **TIMELINE** (Start and End Dates) | **PERSON RESPONSIBLE** | **ESTIMATED COST** | **FUNDING SOURCE** | **INDICATORS OF IMPLEMENTATION** |
| | | | | | Bully Box |