

Pelham Road Elementary

“A Community of Learners”

Home of the All-Stars

**Strategic Plan/Portfolio
2014-2018**



Pelham Road Elementary School

100 All Star Way

Greenville, SC 29615

Phone: 864-355-7600

Mr. W. LaVelle McCray, Principal

Greenville County Schools

Burke Royster, Superintendent

SCHOOL RENEWAL PLANS

COVER PAGE (Required)

School Name Pelham Road Elementary School Telephone (864) 355-7601

School Address 100 All Star Way

Greenville, South Carolina 29615

District Contact Dr. Michelle Meekins Telephone (864) 355-8852

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Assurances

The school renewal plan, or annual update of the of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§59-18-1300 and 59-139-10 et seq. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Required Printed Names and Signatures

Chairperson, Board of Trustees

Printed Name Signature Date

Superintendent

Burke Royster _____

Printed Name Signature Date

School Principal

W. LaVelle McCray _____

Printed Name Signature Date

Chairperson, School Improvement Council

Andrea Hargett _____

Printed Name Signature Date

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

(Mandated Component)

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

Position Name

1. Principal LaVelle McCray

2. Teacher Susan Manuel

3. Parent/Guardian Amanda Dease

4. Community Member Pat Spencer

5. School Improvement Council Andrea Hargett

6. Others* (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

Position Name

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

ASSURANCES FOR SCHOOL RENEWAL PLANS (Mandated Component)

Act 135 Assurances

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

Academic Assistance, PreK–3

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

Academic Assistance, Grades 4–12

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

Parent Involvement

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

Staff Development

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

Technology

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

Innovation

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

Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

Collaboration

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

Developmental Screening

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

Half-Day Child Development

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

Developmentally Appropriate Curriculum for PreK-3

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

Parenting and Family Literacy

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

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

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

Signature of Superintendent, Date

Introduction and Executive Summary

Introduction

As a result of a Greenville County Initiative every school is required every spring to complete a comprehensive evaluation of all school systems and report the findings and Action Plan in a school portfolio using the Victoria Bernhart model of school improvement each spring. With leadership from the Principal and the Instructional Coach, teachers are assigned to committees that update and revise the portfolio each year. The portfolio is aligned with the requirements of the State Department of Education Standards as well as those of SACS. All parents and members of the School Improvement Council are invited to participate in this yearly process. The report is available to the entire community in the school office. An electronic copy is available for parents, faculty, and staff on the Pelham Road website.

Executive Summary

Pelham Road Elementary, a *Community of Learners*, is proud of the long history of success fostered through our highly experienced and capable staff and strong support from our parents and surrounding community. Because of the outstanding diversity of our communities representing forty-one countries and twenty-one languages spoken in our homes, we have daily opportunities to celebrate our differences as we work together.

Table of Contents

Section	Page
SDE	3
Introduction and Executive Summary	8
School Profile	12
Mission, Vision, and Beliefs	19
Student Achievement Data	21
Action Plan	27
Professional Development Plan	65
School Report Card	74

Introduction and Executive Summary

Introduction

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Mission, Vision and Beliefs

Our mission of Prepare, Respect, Enrich, and Succeed (PRES) embodies our beliefs that all children can learn at high levels. Our staff believes that effective learning must include curriculum and instruction that are aligned with common core and state standards, integrated, and include opportunities for the use of technology and writing in all areas. Character education, after school enrichment opportunities, and mainstreaming provide a well rounded education for all our students. In addition, our instruction is multi-level, takes place in individual, small, and large groups, and addresses the diverse learning styles of our population. A variety of assessments inform our instruction such as standardized tests, rubrics, benchmarks, conferencing, project based, observation, and peer and student evaluations. Differentiated testing models are used to insure that all students have the opportunity to show mastery in subject areas.

Due to these beliefs, we envision a school where there is mutual respect, responsibility and cooperation among the home and school community, the curriculum meets the needs of all students, and the environment is safe and inviting to all.

Our teachers adhere to the school district mandate to teach reading through the “Fountas and Pinnell” program because it is a balanced literacy model that is multi-leveled, individualized approach to teach reading. Math is taught conceptually using manipulatives to introduce and practice new concepts. “Everyday Calendar Math” provides a spiral review of math standards and “Math Superstars” incorporates higher level thinking and problem solving in math. MAP test results and common assessment data are used to incorporate tiered instruction in Math and Language Arts. Science and Social Studies are integrated into Language Arts when possible and are taught through a project based approach. Students produce projects such as dioramas, tri-fold presentations, and technology based projects using Microsoft Office programs, Web 2.0 tools, and others. All students in grades 5K-5th complete research projects that integrate technology. Writing is integrated in all areas including related arts, guidance, and challenge. Specialists such as the Media Specialist and Instructional Coach work with students and staff to insure that standards are taught using up to date materials and strategies. Along with differentiated instruction and writing across the curriculum, we have focused on integrating technology throughout our curriculum. Character education is taught through guidance lessons and a team building curriculum designed by our PE teacher.

Our school has adopted a shared PLC approach to leadership. The faculty is divided into five committees (ELA, Math, Science, Social Studies and Technology). These committees gather data pertaining to their curriculum area and meet together monthly to analyze our student achievement data and ensure that all students are making gains. If the team notices that a change needs to be made or would like to try different strategies they make recommendations to the Faculty Council, which is led by the Principal and is composed of the a representative from each grade level. Recommendations approved by the Steering Committee are implemented.

Summary of Student Achievement

The Palmetto Assessment of State Standards (PASS) includes five subject areas: Writing, English Language Arts (reading and research), Mathematics, Science, and Social Studies. PASS scores are reported using three scoring levels: Not Met, Met, and Exemplary. Students scoring Met or Exemplary are considered to have met the state’s academic standards. On the 2012-2013 PASS test student performance is as follows: 88.5% of our students met or exceeded state expectations on the math portion, 91.8% of our students met or exceeded state expectations of the ELA portion, 88.8% of our students met or exceeded state expectations of the writing portion, 88.9% of our students met or exceeded state expectations of the science portion, and 90.9% of our students met or exceeded state expectations of the social studies portion.

The Measures of Academic Progress (MAP) is a computerized test used each fall and spring to benchmark our students. MAP is data is gathered through the reading and math test. Data is

used instructionally to better meet the individual needs of each student. Pelham Road had some of the highest fall scores in the district as well as some of the highest spring scores. We outscored the district and national averages. National reading RIT score for third grade is 199, fourth grade is 207, and fifth grade is 212. PRES third graders mean reading score was 207.6, fourth graders mean reading RIT score was 214.8, and fifth graders mean reading RIT score was 218.8. The national math RIT score for third grade is 203, fourth grade is 212, and fifth grade is 221. PRES third graders mean math score was 211.1, fourth grade was 220.1, and fifth grade was 228.7.

School Climate and Environment

In reviewing the data from the surveys, which were administered in the spring to the faculty, the fifth grade class, and the parents of the fifth graders, we found that the Pelham Road School Community is very happy overall with the school processes. Over three-fourths of all surveys were returned to the school. In all, 97.3% of stakeholders are satisfied with the learning environment, 94.8% are satisfied with the social and physical environment, and 96.3% are satisfied with the school-home relations.

Overall, the Pelham Road Community is consistently satisfied that the school provides quality instruction and support for student learning. Furthermore, the students, parents and staff believe that we provide a safe, nurturing environment that is conducive to learning and in which students flourish.

Performance Goals

We have developed the following five-year Performance Goals based on the Greenville County Education Plan and the No Child Left Behind Legislation.

PERFORMANCE GOAL Area 1:

The percentage (%) of students scoring Met and above on PASS writing test will be maintained or increased from 92% in 2014 through 2018.

The percentage (%) of students scoring Met and above on PASS reading/research test will be maintained or increase from 89.6% in 2014 through 2018.

The percentage (%) of students scoring Met and above on PASS mathematics test will be maintained or increased from 89.4% in 2014 through 2018.

Meet the annual measurable objective of 95% of students tested for all students tested in ELA and math tests and subgroups each year from 2014 – 2018 .

The percentage (%) of students scoring Met and above on PASS science test will be maintained or increased from 85.3% in 2014 through 2018.

The percentage (%) of students scoring Met and above on PASS social studies test will be maintained or increased from 86.8% in 2014 through 2018.

School Challenges

After analyzing test data, we concluded that our main weakness is meeting the needs of our disabled population, particularly our students receiving resource services. To better meet their needs we have restructured our resource program. We also feel the new Common Core State Standards and Balanced Literacy reading program will help meet their individual learning needs. Other areas growth areas identified by PASS data are as follows: third grade – informational text, voice, and measurement; for fourth grade – content and development and numbers and operations; for fifth grade literacy text, conventions, and algebra.

Awards

Over the past three years we have been recognized for many accomplishments. We have been awarded the Red Carpet Award, most participation award for the Greenville Drive Reading All-Stars, 34 years of 100% PTA membership, as well as earning Palmetto Gold and Silver awards. We are also honored to have an award-winning chorus, Battle of the Books championship, and district winners of the science fair.

School Profile

The original Pelham Road Elementary was built in 1974. In the spring of 2004, construction began on a new school on the same site. In August of 2005 we moved into our new building that currently houses approximately 710 students and a staff of 82. In addition to 46 classrooms, a media center, music room, and art room, we now have a computer lab, science lab, and multi purpose room to enhance our curriculum. A new wing with 3 additional classrooms was finished in 2011. We are one of 55 elementary schools in the Greenville County School District. Pelham Road Elementary is located in Greenville, South Carolina

For 45 years, Pelham Road Elementary School has worked to be a leader in our district for education and community involvement. Our school's characteristics, the profile of our community and students, our shared governance approach, extracurricular activities, awards, and student performance data illustrate the achievement of our goals. Nestled on 22.6 acres, Pelham Road Elementary School is surrounded by 33 housing developments, shopping malls, boutique shops, restaurants, a medical complex, which includes 2 hospitals, and heavy traffic on nearby Pelham Road and I-385 and I-85.

Pelham Road Elementary is fortunate to collaborate with Bob Jones University, Furman University, USC Upstate, Converse College, Clemson University and North Greenville University. Teacher Cadets, practicum students and student teachers collaborate with our staff and students. This partnership allows students at the universities the ability to work with students in a school under the supervision of highly qualified staff members. The exchange of innovative ideas is reciprocal and both communities are enriched by the collaboration. Community partners include Land O'Frost, Moes, Sticky Fingers, TCBY, Summers Orthodontics, Palmetto Orthodontics, Piedmont Podiatry, Carolina Academy, and Chick-Fil-A.

Pelham Road Elementary is blessed with parents who volunteer to support our educational priorities. In each of the last three years, our parents have logged over 40,000 volunteer hours. At the mid-point of this year, volunteers had logged 30,000 hours. Volunteer parents and community volunteers help manage and support Math Super Stars, a math enrichment program, Accelerated Reader, Weekly Readers, classroom tutoring, Science Fun Day, International Day (in alternating years), and S.E.E.D.S which is a read aloud program with selected books and activities that focus on higher order thinking skills. Parents also provide support services to teachers in the classroom. The Pelham Road PTA conducts Boosterthon, International Day, Winter Wonderland, Art Night, a voter registration drive, plus seminars to teach Internet Safety and Housewise/Streetwise safety.

School Personnel

Mr. McCray, Our Principal

The principal of our school is LaVelle McCray. The 2010-2011 school year was his first year being at Pelham Road Elementary. Mr. McCray is a product of Greenville County Schools and a proud graduate of Wade Hampton High School. He has twenty years of experience with Greenville County Schools. His experiences include being a teacher at J.L. Mann Academy, assistant principal at Hollis Academy and J. L. Mann Academy, and principal at East North Street Academy. Mr. McCray's goal is to continue the tradition of academic excellence already established at Pelham Road Elementary. He is proud to be an All-Star! As All-Stars, we will shine, achieve, and soar. The sky is the limit, and we will continue to **Prepare, Respect, Enrich, and Succeed.**

Anne Martin, our Assistant Principal

Our assistant principal is Mrs. Anne Martin. She has been here 16 years. Mrs. Martin has served as a classroom teacher, a reading specialist, and a challenge teacher. She has 44 years of experience in education in Greenville County. Mrs. Martin's leadership philosophy is "To involve and support staff members in shared educational decisions and academic responsibilities."

The staff at Pelham Road Elementary includes: 40 teachers, an instructional coach, 8 support specialists, a full time guidance counselor, 9 special education teachers which includes 3 self-contained teachers and 1 full time early childhood behavioral interventionist, 2 speech therapists, and 2 full time resource teachers. On average, our teachers have been here 17 years, and many have served our school alone for over 20 years. Sixty four percent of our instructional staff has earned advanced degrees in the field of education. We have 12 Nationally Board Certified teachers to serve Pelham Road.

Additional personnel include the school principal, assistant principal, secretary, teaching aides, office clerk, media clerk, custodial staff, and food services workers. Several bus drivers and utility workers also provide services to students.

Other support personnel available to assist in meeting the needs of Pelham Road students include an itinerant district psychologist, technology support personnel, and a full time contract school nurse. Our total community of teachers, staff, specialists, custodians, and cafeteria personnel is 88 individuals.

Student Population

The current enrollment for Pelham Road Elementary by grade level is as follows:

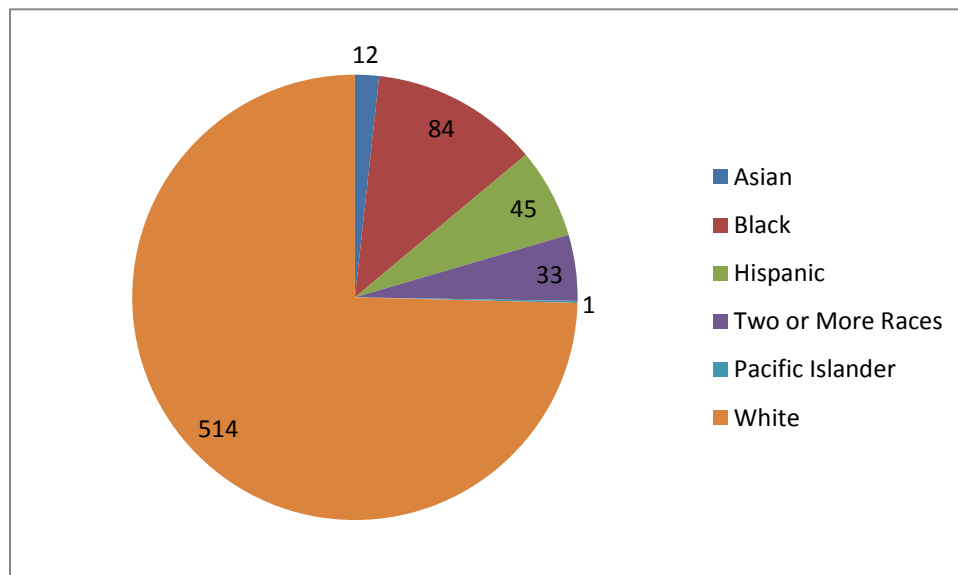
Grade level	Number of students
Grade K	119
Grade 1	122
Grade 2	125
Grade 3	119
Grade 4	109
Grade 5	111
Total	705

Attendance

Student attendance rates at Pelham Road Elementary School have remained steady over the past few years. Our school has an average daily attendance of 97.2% (2013 School Report Card).

Ethnicity

Over the past 4 years our ethnicity has remained fairly stable. We are increasing in the number of Asians and Hispanics that we are serving. Our ethnicity for the 2013-2014 school year is as follows:



Special Education

Pelham Road serves students who need special education services. The majority of special education assistance is provided in the areas of speech and language impaired students and students with specific learning disabilities. We currently have three self-contained classrooms that serve autistic and multi-handicapped/neurologically impaired students. We also have a Pre-School Behavior Class that serves K5 students with varying disabilities. Some students qualify for services in more than one area such as Learning Disabilities and Speech or Autism and Speech.

Pelham Road Elementary School			
Special Education Numbers By Disability			
	2011-2012	2012-2013	2013-2014
Autism	27	35	52
Developmental Delay		6	4
Emotionally Disabled	7	1	5
Other Health Impaired	14	14	10
Learning Disabled	43	24	32
Multi-Disabled		4	6
Speech	78	56	59
Dually served-Speech/_____		40	32
Visually Handicapped	1	1	0
All	170	181	169

Challenge Program

Pelham Road Elementary also has a gifted and talented program, called the “Challenge Program” for identified students in grades 3-5. There are 319 students currently in the 3rd, 4th and 5th grades, and 126, or approximately 40% of those students are served in the Challenge Program.

School Counselor

Students at Pelham Road Elementary receive a high level of support services from an outstanding staff. Our two half-time counselors serve as advocates for our students. The counselors support students through whole group, small group, and individual sessions. They also advise parents and teachers, coordinate the character development program, serve as the school test coordinators, and placement advisors. They are an intricate and vital part of the school community.

Instructional Coach

The Instructional Coach guides teachers in planning and implementing lessons that support State and Common Core Standards. She focuses teaching and implementing best practice teaching strategies to enhance student learning through modeling in classrooms and grade level meetings, providing staff development in identified areas, analyzing and disaggregating both formal and informal data to determine curricula needs and conferencing with teachers. The instructional coach works closely with administration to insure that all district, state, and school expectations are being met. As the chairman of the Curriculum Committee, she provides leadership in researching and designing instructional programs and training for our school. As a leader of the Portfolio Committee, she coordinates the yearly updates and Action Plan that guide our staff to achieve our vision.

Media Specialist

The library media center is the hub of learning. The media specialist plays an important instructional role in the collaboration of classroom curriculum, materials selection, reading incentive programs as well as an integral part of our school's technology plan. Through collaboration with the Media Specialist, all grades produce at least one technology integrated research project each year. Our media center operates on a quasi-flexible schedule. Kindergarten through 2nd grade visit weekly to introduce them to literature and skills needed to be independent users of information. Grades 3rd through 5th grade visit bi-weekly to reinforce skills. Slots are available for additional instruction or research. Research skills are not taught in isolation but in collaboration with teachers. Students in grades 2-5 have unlimited access to the library using a flexible check-out system. Flexible check-out gives students the opportunity to become independent responsible users of the facility. As an integral member of the technology team the Media Specialist works with teachers to integrate technology throughout the curriculum and offers in-service training on software and hardware. In addition, she coordinates Accelerated Reader, the book fair, Battle of the Books, and the WPRS morning show.

After-School Programs and Extracurricular Activities

Extracurricular activities are available to all students. Programs made available to the entire student body are PTA musical programs, Star Reader, Math Superstars, Science Fun Day, Literacy Day, International Day, Jump Rope for Heart, and Field Day. Students audition for the Pelham Road All Star Chorus. Fifth grade students not involved in other morning activities may volunteer for our All Star Recyclers Club.

In addition to these exciting school programs, Pelham Road Elementary also offers individual students a variety of opportunities to "shine" such as participation in the SC Children's Book Award selection process, the Governor's Writing Contest, and the PTA Reflections Contest. Teachers recommend rising fifth grade students to serve as Safety Patrols. Interested first, second, and third grade students take our "Civil Service Test" to work for "Wee Deliver," the Pelham Road Community Post Office. Students who meet the academic requirements of the

Junior Beta Club are invited to join. Students may also audition to be reporters, anchors, and camera and production workers on our Morning News show.

This is the eighth year of the Pelham Road Elementary Extended Day School Program which provides activities and homework help for approximately 150 students each day. The program is run by a teacher and an instructional aide who employ 7 teachers, 2 aides, and 8 college and high school students. Snacks, homework help, tutoring, enrichment activities, and supervised sports and games are provided during the hours of operation (2:45-6:00 PM). The students are grouped according to grade level to allow our counselors to work with small groups. Parents pay a competitive weekly rate for their child or children to participate in the programs. Profits generated from this program are used by the teachers and staff to enhance our academic programs.

Beta Club

Pelham Road is pleased to be in their 13th year of affiliation with the National Junior Beta Club for eligible 5th grade students. "Let Us Lead by Serving Others" is our motto in which students are required to serve at least 10 hours of service in our school and community. Some students are choosing to donate their time doing yard work, and assisting teachers. At every monthly meeting, the members are given time to work towards a community service project. Students work toward community service points and learn how to be better stewards of their time.

Student Government

Student Council officers are elected in the spring from the rising fifth grade class. Students who are interested in running for office submit an intent form and meet with the sponsors to learn the protocols and rules for campaigning. Second, third and fourth grade classes gather to hear the speeches the day of the election. Four officers, President, Vice-president, Secretary and Treasurer meet over the summer to review the past year's efforts and beginning planning for the next year. Class representatives are elected by class members at the beginning of the academic year.

Once all members have been determined, the Council begins finalizing projects for the year. One service learning project and one school spirit project is planned for each month. The Council has to be flexible enough to rearrange plans when a crisis or overwhelming need presents itself. For example, at the beginning of the 2005-2006 school year the plan for September was delayed in order to help Katrina Victims. Our students learned that the Greenville Police Auxiliary was collecting items for police officers in the Mississippi Gulf area who had lost their homes. Our council quickly decided that we should immediately begin helping that effort. Under the leadership of our Town Council, our school collected 38 large boxes of toiletry items for those victims. This year, our Student Council organized a team of students, teachers, and parents that honored the 7 breast cancer survivors on our staff by walking in the Susan B. Komen Race for the Cure. We won the award for largest team.

Other projects this year have been a food collection for the needy, raising money for the “Make A Wish Foundation”, and raising money for the American Heart Association. Some of our Spirit Day themes have been “Pink Day” in honor of our breast cancer survivors, dress like your favorite character day, crazy sock day, and team spirit day. The Student Council has also organized fund raisers for charity such as “Ghost Grams” in October.

Being a part of the student council requires a lot of time and effort but it provides many opportunities for those students to learn leadership skills. They pave the way for the whole school to participate in service to the local, national, and international communities.

WPRS Morning Show

Each spring students audition for positions as camera technician, anchor, and set manager, and reporters, in for our daily WPRS Morning Show that debuted in the fall of 2006. The show features daily news, announcements, All Star Reader Reviews and special events.

Mission, Vision, and Beliefs

Pelham Road Elementary certified staff members and representatives from stakeholder groups met to review and amend the Beliefs, Vision, and Mission of our school. The group was divided randomly into 8 groups which discussed each topic following a brief explanation. This activity generated a lot of good interaction and discussion. As the group discussed each topic, a Power Point presentation was developed with proposed changes. This Power Point presentation was sent to each member of the group via email. Over the course of the next month, the results of the inventory were presented and final revisions were made to the Beliefs, Vision, and Mission statements.

The mission is a brief, clear and compelling statement that serves to unify an organization's efforts. An effective mission must stretch and challenge the organization, yet be achievable. It is tangible, value-driven, energizing, highly focused, and moves the organization forward. It is a crisp, clear, engaging statement that reaches out and grabs people in the gut. A mission has a finish line for its achievement and is proactive. A mission should walk the boundary between the possible and impossible.

- Our mission is: **PRES -Prepare, Respect, Enrich, Succeed**

This statement, based on the acronymic letters of our school name, embodies our beliefs that all children can learn at high levels. The mission is being realized through the team efforts and examples set by our staff, parents, and other community volunteers.

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. The staff was asked to complete surveys and work and work in groups to update our beliefs.

We believe...

- all children can learn.
- education is a joint responsibility of home, school, and community.
- school should be a safe and inviting place.
- each member of the school community brings a unique variety of gifts, interests, experiences, and beliefs to the classroom.
- school should be a place where respect, responsibility, honesty and cooperation exist among the teachers, parents, and students
- curriculum and instruction should meet the needs of all students.
- the physical, social, and emotional development of the child has an impact on learning.
- students should learn skills that enable them to handle everyday life situations.

Purpose

Purpose is the aim of the organization, the reason for existence. Our purpose was revised as follows.

Pelham Road's purpose, in partnership with the home and community, is to help students build a foundation for learning in a safe environment that encourages social responsibility and stimulates creative and critical thinking

Vision

A vision embodies our beliefs, mission, and purpose. The staff revised our vision as follows.

We envision a school where:

- there is mutual respect, honesty, responsibility, and cooperation within the school community.
- home, community and school work together to benefit all students.
- the environment is a safe, secure, and inviting place which promotes student learning.
- curriculum and instruction meet the needs of all students.
- students are equipped with skills which enable them to apply their learning in meaningful contexts.
- all students are prepared to use technology and research skills to gain knowledge for lifelong learning.

Data Analysis and Needs Assessment

2013 – ESEA / Federal Accountability System

Pelham Road Elementary	
Overall Weighted Points Total	93.8
Overall Grade Conversion	A
Points Total - Elementary Grades	93.8

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

2013 PASS Results

2013 Mathematic Results

Math	3rd Grade			4th Grade			5th Grade		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
% Passing	85.3	93.4	87.4	87.9	87.9	92.6	79.6	87.0	85.5
Exemplary	59.6	66.0	66.7	51.5	58.3	58.3	36.7	48.0	52.5
Met	25.7	27.4	20.7	36.4	29.6	34.3	42.9	39.0	33.3
Not Met	14.7	6.6	12.6	12.1	12.2	7.4	20.4	13.0	14.2

2013 Math Subgroup Results

Percent of students scoring “Met” and “Exemplary”

Math Subgroups	3rd Grade			4th Grade			5th Grade		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
African American	50.0	N/A	N/A	62.5	52.9	50.0	58.3	69.2	56.3
White	89.6	94.0	90.6	94.4	92.6	96.3	85.3	88.9	88.4
Disabled	44.4	66.7	53.8	63.2	56.3	53.8	31.3	53.8	52.9
Subsidized Meals	79.2	88.9	66.7	57.9	76.0	85.0	63.6	70.6	73.1

2013 ELA Results

ELA	3 rd Grade			4 th Grade			5 th Grade		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
% Passing	87.2	94.3	90.0	90.0	87.8	97.2	89.8	86.9	88.2
Exemplary	67.9	87.7	79.1	53.5	48.7	66.4	37.8	55.6	55.5
Met	19.3	6.6	10.9	37.4	39.1	30.8	52.0	31.3	32.8
Not Met	12.8	5.7	10.0	9.1	12.2	2.8	10.2	13.1	11.8

2013 ELA Subgroup Results Percent of students scoring “Met” and “Exemplary”

ELA	3 rd Grade			4 th Grade			5 th Grade		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
African American	62.5	N/A	N/A	87.5	76.5	90.0	91.7	92.3	62.5
White	89.6	96.4	95.3	94.4	87.7	97.5	92.1	90.1	90.7
Disabled	50.0	72.2	61.5	73.7	50.0	84.6	60.5	61.5	52.9
Subsidized Meals	75.0	83.3	70.8	73.7	84.0	95.0	68.2	64.7	73.1

2013 Pass Writing Results

Writing	3rd	4th	5th
% Passing	87.2	92.5	86.7
Exemplary	58.7	55.7	59.2
Met	28.4	36.8	27.5
Not Met	12.8	7.5	13.3

2014 PASS Science Results

Science	3 rd Grade			4 th Grade			5 th Grade		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
% Passing	87.7	94.1	86.2	83.8	81.7	92.6	78.7	80.0	88.1
Exemplary	47.4	56.9	50.0	18.2	20.9	40.7	23.4	44.0	37.3
Met	40.4	37.3	36.2	65.7	60.9	51.9	55.3	36.0	50.8
Not Met	12.3	5.9	13.8	16.2	18.3	7.4	21.3	20.0	11.9

2014 PASS Social Studies Results

Social Studies	3 rd Grade			4 th Grade			5 th Grade		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
% Passing	84.6	94.5	88.7	90.9	86.1	95.4	64.7	80.0	88.8
Exemplary	65.4	74.5	67.9	54.5	50.4	67.6	25.5	40.0	49.25
Met	19.2	20.0	20.8	36.4	35.7	27.8	39.2	40.0	39.3
Not Met	15.4	5.5	11.3	9.1	40.0	4.6	35.3	20.0	11.5

MAP Data

MAP	2010-2011	2011-2012	2012-2013
ELA	Grade 3 : 57.4% Grade 4: 45.9% Grade 5: 61.9% Total: 55.1%	Grade 3: 70.3% Grade 4: 42.2% Grade 5: 55.1% Total: 55.8%	Grade 3: 57.5% Grade 4: 52.4% Grade 5: 49.6% Total: 53.2%
Math	Grade 3: 67.3% Grade 4: 53.6% Grade 5: 66.7% Total: 62.5%	Grade 3: 84.2% Grade 4: 58.7% Grade 5: 67.3% Total: 70%	Grade 3: 75.2% Grade 4: 50.5% Grade 5: 61.0% Total: 62.2%

Action Plan

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 92% in 2012 to 92% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	90%	90%				
School Actual		92%	88.8				
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8						

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

PASS % ELA

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 89.6% in 2012 to 94% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual		89.6%	91.8				
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0						

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

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

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

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

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

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance		630	638				
All Students		692.7	669.2				
Male		688.6	668.3				
Female		697.1	670.2				
White		699.2	698.4				
African-American		665.3	673.5				
Asian/Pacific Islander		N/A	N/A				

Hispanic		N/A	N/A				
American Indian/Alaskan		N/A	N/A				
Disabled		643.7	642.5				
Limited English Proficient		685.7	692.4				
Subsidized Meals		662.3	670.1				

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

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 89.4% in 2012 to 94.4% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual		89.4	88.5				
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4						

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

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

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

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

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

Math - School	Baseline 2011-12	Planning 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance		630	643				
All Students		682.2	663.5				
Male		687.8	691.3				
Female		676.1	688.7				
White		688.7	692.7				
African-American		646.2	646.2				
Asian/Pacific Islander		N/A	N/A				
Hispanic		N/A	N/A				
American Indian/Alaskan		N/A	N/A				

Disabled		643.7	643.7				
Limited English Proficient		685.7	685.7				
Subsidized Meals		662.3	662.3				

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

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

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

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

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

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

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance		95.0	100%				
All Students		99.7	100%				
Male		99.4	100%				
Female		100	100%				
White		99.6	100%				
African-American		100.0	100%				
Asian/Pacific Islander		N/A					

Hispanic		N/A					
American Indian/Alaskan		N/A					
Disabled		100.0	100%				
Limited English Proficient		100.0	100%				
Subsidized Meals		100.0	100%				

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

% Tested Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance		95.0	100%				
All Students		100.0	100%				
Male		100.0	100%				
Female		100.0	100%				
White		100.0	100%				
African-American		N/A					
Asian/Pacific Islander		N/A					
Hispanic		N/A					
American Indian/Alaskan		N/A					
Disabled		100.0	100%				
Limited English Proficient		100.0	100%				

Subsidized Meals		100.0	100%				
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% Tested Math – District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0						
Male	99.9						
Female	100.0						
White	100.0						
African-American	99.9						
Asian/Pacific Islander	100.0						
Hispanic	99.9						
American Indian/Alaskan	100.0						
Disabled	99.8						
Limited English Proficient	99.9						
Subsidized Meals	99.9						

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

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual			88.9				
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9						

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

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

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

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

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance			648				
All Students			651.9				
Male			667.2				
Female			657.5				
White			663.9				
African-American			610.6				
Asian/Pacific Islander							

Hispanic							
American Indian/Alaskan							
Disabled			609.1				
Limited English Proficient			672.2				
Subsidized Meals			633.3				

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

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

PASS % SOCIAL STUDIES

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual			90.9				
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9						

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

PASS AVG. SOCIAL STUDIES

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

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

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

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

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance			672				
All Students			672.4				
Male			669.4				
Female			668.2				
White			676.5				
African-American							
Asian/Pacific Islander							

Hispanic							
American Indian/Alaskan							
Disabled			662.8				
Limited English Proficient			667.3				
Subsidized Meals			635.5				

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

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

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

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

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

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

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

School		Baseline 2011-12	Planning 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected				50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual		%tile	%tile	74%tile				
Mathematics Concepts Projected				50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual		%tile	%tile	82%tile				
Mathematics Problems Projected				50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual		%tile	%tile	69%tile				
							2016-17	2017-18

School	Baseline 2011-12	Planning 2012-13	2013-14	2014-15	2015-16		
Reading Comprehension Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	%tile	%tile					
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	%tile	%tile					
Mathematics Problems Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	%tile	%tile					

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
1. The instructional coach will: inform teachers of local, state, and national opportunities for professional development in Math, observe in classrooms, conduct model lessons, provide resources, training, and materials as needed and work with teachers individually and in grade levels to integrate technology and implement best practices for Math.	2013-2018	Instructional Coach	Determined by Budget Allocations	Instructional Materials Budget Prof. Dev. Budget	IC Portfolio Examples
2. Teachers will report progress according to Greenville County Pacing Guide each month to plan instruction and make accommodations for all students.	Monthly 2013-2018	Grade Level Chair IC	n/a	n/a	Meeting Minutes
3. Teachers will evaluate local and state test data including PASS, MAP, and ITBS in all areas, especially math, to plan instruction to differentiate instruction for all students.	2013-2018	Grade Level Chair IC	n/a	n/a	Completed Analysis Forms
4. Teachers will differentiate instruction to increase achievement for all students, but with a concentration on reaching those students that did not meet their growth RIT targets on MAP	2013-2018	Teachers IC	n/a	n/a	Evidenced in Teacher Observations/Grade Level Meetings with IC and Admin/Lesson Plans

6. Teachers will participate in "Everyday Calendar Math Counts" training.	2013-2018	Teachers		Prof. Dev. Budget	Certificate
7. Strategic Math Committee for Best Practices formed to work on increasing math scores across all grade levels	2013-2018	Reps from: 1 st , 3 rd , 5 th + IC + District Support Personnel		Prof. Dev. Budget	New strategies implemented in classroom instruction Increase in MAP scores.
8. The instructional coach will: inform teachers of local, state, and national opportunities for professional development in L.A., observe in classrooms, conduct model lessons, provide resources, training, and materials as needed and work with teachers individually and in grade levels to implement best practices for Language Arts.	2013-2018	Instructional Coach	Determined by budget allocations	Instructional Materials Budget Prof. Dev. Budget	IC Portfolio Examples
1. The instructional coach will: inform teachers of local, state, and national opportunities for professional development in Math, observe in classrooms, conduct model lessons, provide resources, training, and materials as needed and work with teachers individually and in grade levels to integrate technology and implement best practices for Math.	2013-2018	Instructional Coach	Determined by Budget Allocations	Instructional Materials Budget Prof. Dev. Budget	IC Portfolio Examples

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL:

ANNUAL OBJECTIVE:

DATA SOURCE(S):

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

STUDENT ATTENDANCE

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual			98				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9						

PARENT SATISFACTION – LEARNING ENV.

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual			97.3				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*						

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

STUDENT SATISFACTION – LEARNING ENV.

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual			100%				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8						

TEACHER SATISFACTION – LEARNING ENV.

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual			96.3%				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0						

PARENT SATISFACTION – SAFETY

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual			100%				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*						

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

STUDENT SATISFACTION – SAFETY

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual			100				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9						

TEACHER SATISFACTION – SAFETY

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual			100				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9						

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
1. Form Strategic Leadership RTI Team	2013-2018	AP	n/a	After School Funds	Implementation of Program
2. School personnel trained to administer AIMSweb screenings	2013-2018	AP RTI Team	n/a	n/a	screenings performed
3. School personnel trained in data entry of benchmarks into AIMSweb	2013-2018	AP RTI Team	n/a	n/a	data entry
4. Enter progress monitoring data into AIMSweb	2013-2018	AP RTI Team	n/a	n/a	data entry
5. Interventionists delivering daily instruction to students identified with screenings	2013-2018	AP Interventionists	n/a	n/a	observation of instruction – monitoring of progress
6. RTI Leadership Team monitors growth and progress	2013-2018	AP RTI Leadership Team	n/a	n/a	meeting notes
7. Evaluate resources and plan how implementation of RTI will proceed during the 2010-2011 school year.	2013-2018	AP Principal RTI Leadership Team	n/a	n/a	
1. Form Strategic Leadership RTI Team	2013-2018	AP	n/a	After School Funds	Implementation of Program
2. School personnel trained to administer AIMSweb screenings	2013-2018	AP RTI Team	n/a	n/a	screenings performed

Professional Development

Professional Development/Meeting Calendar Pelham Road Elementary School 2012-2013

Color Codes: Faculty Meeting, Grade Level Meetings, Faculty Council, Leadership, PTA, SIC

Date	Activity	Description	Responsible Party
August 16	Breakfast/Welcome Back/Technology Day	Welcome back from Mr. McCray. Media Specialist will review upcoming technology refresh and describe workshops for today.	LaVelle McCray Malinda Edmonston
August 17	PTA Lunch PTA Board Meeting		PTA Michelle Turner
August 17	Grade Level Meetings with Leadership Team Expectation for the year Review PASS data	The leadership team will review PASS data with all grade levels as well as go over expectation for the year.	LaVelle McCray Anne Martin Susan Manuel Marleen Baker
August 20	Meet the Teacher		Staff
August 21	Leadership	Revving up for a new year	LaVelle McCray
August 29	Staff Meeting	Review the PASS data and vision for the year, Go over MAP testing procedures	LaVelle McCray
August 30	IC Meeting @ MT Anderson 8:30 – 3:30		LaVelle McCray Marleen Baker
August 24	Leadership Meeting @ 9 Staff Meeting/Behavior with Tracy @ 3	The Special Education teachers will give a brief description of the students they serve. Teachers will then highlight best behavior practices and ideas for dealing with behavior	LaVelle McCray Tracy Sorgenfrei
August 29	Faculty Meeting	First Week – Hooray!	LaVelle McCray
August 29	SIC	Introduction and Purpose	Andrea Hargette
September 5	Faculty Council	Meet with grade level chairs to discuss their role as leaders in the school	LaVelle McCray Anne Martin
September 10	Leadership Meeting	Discuss vision and goals for the 2012-2013 school year	LaVelle McCray Anne Martin Susan Manuel Marleen Baker
September 10	PTA Meeting	Open House	PTA
September 12	AR	Introduce the new AR and its features	Malinda Edmonston

September 13 – 10-11	EDMODO	Introduction on how to use EDMODO in the classroom	Lynnette Bumgarner
September 10	Grade Level Meeting with IC	Review of PASS data and grade level goals.	Marleen Baker
September 10	Committee Meetings	Set vision for the year	Committee Chairs
September	Promethean Board	Intro for new teachers on how to use the Promethean Board	Gaelyn Jenkins
September 26	SIC Meeting		Andrea Hargette
October 3	Leadership Meeting	Review observation and share information	Leadership Team
October 3	Faculty Council	Share Information	LaVelle McCray
October 5	PTA	Board Meeting	Michelle Turner
October 8	Grade Level with IC	Data Analysis and Tiered Instruction	Marleen Baker
October 10	Autism and Resource	In-service on what these classrooms look in in our school and their purpose.	Traci Sorgenfrie Carrie Garrison Kara Farmer
October 17	Writing and the CCSS	How writing will change and look with the new CCSS.	UpState Writing
October 24	New Teacher Meetings	IC will meet with new teachers to discuss important upcoming events.	Marleen Baker
November 5	Grade Level with IC	Data Analysis and Tiered Instruction	Marleen Baker
November 6	Leadership Meeting	Review Observations and share information	Leadership Team
November 7	Behavior Intervention	Teachers will learn about positive behavior interventions.	Special Ed Teachers
November 9	PTA	Board Meeting	Michelle Turner
November 12	PTA Meeting	Book Fair	PTA
November 14	Brain Breaks	Movement that helps improve students achievement	Seth Stewart
November 28	½ Day Planning	K5 and 1 st Grade Planning/Discussion of new ELA and CCSS	Marleen Baker
December 4	½ Day Planning	2 nd and 3 rd Grade Planning/Discussion of new ELA and CCSS	Marleen Baker
December 6	½ Day Planning	4 th and 5 th Grade Planning/Discussion of new ELA and CCSS	Marleen Baker
December 5	Writing and the CCSS	Explore the new CCSS	Jaime Lovello
December 10	PTA Meeting	Holiday Show	Alma Abbott
December 12	New Teacher Meeting	Upcoming Winter Benchmarks	Marleen Baker
December 19	School Wide PJ Day	Happy Holidays!	LaVelle McCray
January 2	Faculty Council	How to use data during a grade level meeting to drive instruction	LaVelle McCray Marleen Baker

January 7	Grade Level with IC	Using Compass to assist with Tiered Instruction	Marleen Baker Barbara Banks
January 9	Leadership Meeting	Review of Student Performance Goals	LaVelle McCray
January 9	New Teacher Meeting	MAP Testing	Marleen Baker
January 11	PTA Board Meeting	Monthly meeting	Michelle Turner
January 14	PTA Meeting	Winter Wonderland Family Fun Night	PTA
January 16	Committee Meetings	School Portfolio	Marleen Baker
January 23	Staff Meeting	Math Text Book In-service	Jennifer Stokes Cynthia Fox
January 30	SIC	Legislation and our School	Andrea Hargette
January 30	Math CCSS	Overview of the new math CCSS	Cathy Hale
February 1	PTA	Board Meeting	Michelle Turner
February 4	Grade Level with IC	Data Analysis and Tiered Instruction	Marleen Baker
February 5	Leadership Meeting	Purpose of ½ Day Planning, Observations	LaVelle McCray
February 6	Faculty Council	General Meeting	LaVelle McCray
February 8	PTA	International Day	Cathy Truesdale
February 11	PTA Meeting		Michelle Turner
February 12	½ Day Planning	4 th and 5 th – Writing and the CCSS	Marleen Baker
February 13	Hands on Science	Using exploration to teach science	Kyle Rollins
February 19	½ Day Planning	2 nd and 3 rd – Writing and the CCSS	Marleen Baker
February 20	Committee Meetings	Work on the Portfolio	Committee Chairs
February 26	½ Day Planning	K5 and 1 st – Writing and the CCSS	Marleen Baker
February 27	SIC Meeting	Preparing for our visit from Senator Turner	Andrea Hargette
March 1	PTA	Board Meeting	Michelle Turner
March 4	Grade Level with IC	Data Analysis and Tiered Instruction	Marleen Baker
March 11	PTA Meeting	Art Night	PTA Board
March 13	Faculty Meeting	Portfolio Update and Survey	LaVelle McCray Marleen Baker
March 27	SIC Meeting	Book Swap	Andrea Hargette
April 8	Leadership Meeting	Upcoming PASS	LaVelle McCray Brice/Manuel
April 10	Faculty Council	Push for PASS	LaVelle McCray
April 15	Grade Level with IC	Data Analysis and Tiered Instruction	Marleen Baker
April 15	Reading All-Stars	Greenville Drive Game and Award	LaVelle McCray Marleen Baker
April 16	PTA Meeting	New Menu and Internet Safety	PTA Board
April 17	New Teacher	Upcoming PASS	Marleen Baker

	Meeting		
April 24	SIC	Community Involvement	Andrea Hargette
April 26	PTA	Spring Fling	Everyone
May 1	Leadership Meeting	Year End Wrap Up	LaVelle McCray
May 1	Faculty Meeting	PASS Testing	Jane Brice
May 3	PTA	Board Meeting	Michelle Turner
May 6	Grade Level with IC	Data Analysis and Tiered Instruction	Marleen Baker
May 13	PTA Meeting	Voting of Board, Chorus Concert	PTA Board
May 21	½ Day Planning	Scheduling, LRP, and F & P Book Room 2 nd and 3 rd Grade	Marleen Baker
May 22	½ Day Planning	Scheduling, LRP, and F & P Book Room 4 th and 5 th Grade	Marleen Baker
May 23	½ Day Planning	Scheduling, LRP, and F & P Book Room K5 and 1 st Grade	Marleen Baker
May 24	Calendar Planning	PTA and Leadership meet to begin planning out next year's activities	Leadership Team PTA Board
May 14 – 16	SIC	Book Swap	SIC Board
May 15	Checklist	End of the year Checklist and Expectations	Anne Martin
May 28 – 30	Field Day	Grade Levels will participate in physical education activities	Mark Hobbs
June 3	Leadership Meeting	Planning for Next Year	LaVelle McCray
June 5	SIC	End of the Year Wrap Up	Andrea Hargette
June 4 – 6	Awards Day	Celebration of accomplishments of the Year	Everyone
June 6	Staff Lunch	End of the Year Wrap Up	LaVelle McCray
June 24 and 25	Fountas and Pinnell	Training for the new Balanced Lit. Program	F & P Trainers

Professional Development/Meeting Calendar Pelham Road Elementary School 2013-2014

Color Codes: Faculty Meeting, PLC Meetings, Grade Level Meetings, Faculty Council, Leadership, PTA, SIC

Date	Activity	Description	Responsible Party
August 14	Breakfast Welcome Back	Welcome back from Mr. McCray. Mr. McCray will review PASS data and set vision for the year.	LaVelle McCray
August 16	PTA Lunch PTA Board Meeting	Purpose and goal of PTA with a discussion on how PTA can be more helpful	PTA Amanda Dease
August 19	Meet the Teacher	Meet and greet with parents and new students.	Staff
August 20	Grade Level Meetings with Leadership Team	The leadership team will review PASS data with all grade levels as well as go over expectation for the year.	LaVelle McCray Marleen Baker
August 27	Leadership	Setting a purpose and vision for the year and ways we will monitor. Focusing on our disabled population	LaVelle McCray Martin, Baker, Brice, Manuel
August 28	Staff Meeting	MAP Training, overview of committees (PLC), and introduction to the new STAR	LaVelle McCray Marleen Baker Malinda Edmonston
September 6	PTA Board Meeting	Meeting of all PTA board members, school administration, and teacher of the year	Amanda Dease
September 6	IC Meeting @ MT Anderson 8:30 – 3:30	Welcome, beginning of the year, overview of the year	LaVelle McCray Marleen Baker
September 9	Open House	Procedures, routines, and year at a glance	PTA Board
September 11	Leadership Meeting	Review observation purpose and give out schedules.	LaVelle McCray Martin, Baker, Brice, Manuel
September 11	Faculty Council	Discuss and review disable population data. Take input on ways we can monitor and adjust to better meet their needs. Concerns, questions, comments	LaVelle McCray Anne Martin
September 16	Grade Level Meeting	Meeting with IC to discuss and track common assessment data (disabled pop)	Marleen Baker
September 24	Fountas and Pinnell	½ Day Training	Laurie Baker
September 25	Staff Meeting	Review of yesterday training.	LaVelle McCray

			Marleen Baker
September 25	SIC Meeting	Introduce the new committee	Andrea Hargette
October 2	Leadership Meeting	Review lesson plans, websites, and observations. Report of MAP data results	LaVelle McCray Martin, Baker, Brice, Manuel
October 2	Faculty Council	Discuss and review disable population data. Take input on ways we can monitor and adjust to better meet their needs. Concerns, questions, comments	LaVelle McCray Anne Martin
October 3	Fountas and Pinnell	½ Day training	Laurie Baker
October 9	PLC Meeting	PLC will meet and discuss scope and sequence of 1 st nine weeks CCSS	Committee Chairs
October 11	PTA Board	Meeting of all PTA board members, school administration, and teacher of the year	Amanda Dease
October 14	Grade Level Meeting	Meeting with IC to discuss and track common assessment data (disabled pop) Review and analysis MAP data	Marleen Baker
October 16	Leadership Meeting	Review common assessment data from grade level meetings, track our disabled population. Review lesson plans, websites and observations	LaVelle McCray Martin, Baker, Brice, Manuel
October 16	Staff Meeting	A-Team – what's the purpose and how we can help?	Carolina Pressley Kara Lee Jason Mullis
October 23	Professional Development	Drawing and Journaling in Science with the Common Core	Chris Buress
October 30	SIC Meeting	Planned Agenda	Andrea Hargette
November 1	PTA Board Meeting	Meeting of all PTA board members, school administration, and teacher of the year	Amanda Dease
November 6	Faculty Council	Discuss and review disable population data. Take input on ways we can monitor and adjust to better meet their needs. Concerns, questions, comments	LaVelle McCray Anne Martin
November 11	Grade Level Meeting	Meeting with IC to discuss and track common assessment data (disabled pop) Discuss implementation of CCSS	Marleen Baker
November 13	Fountas and Pinnell	½ Day training	Laurie Baker
November 14	IC Meeting	Teaching and Learning Agenda Items	LaVelle McCray Marleen Baker
November 19	Leadership Meeting	Review common assessment data from grade level meetings, track our disabled population. Review lesson	LaVelle McCray Martin, Baker, Brice, Manuel

		plans, websites and observations	
November 20	PLC Meetings	PLC will meet and discuss scope and sequence of 2 nd nine weeks CCSS	Committee Chairs
November 20	SIC	Planned Agenda	Andrea Hargette
December 4	Faculty Council	Discuss and review disable population data. Take input on ways we can monitor and adjust to better meet their needs. Concerns, questions, comments	LaVelle McCray Anne Martin
December 5	Leadership Meeting	Review lesson plans, websites, and observations.	LaVelle McCray Martin, Baker, Brice, Manuel
December 6	PTA Board Meeting	Meeting of all PTA board members, school administration, and teacher of the year	Amanda Dease
December 11	Professional Development	CCSS and United Streaming	
January 8	Leadership Meeting	Review lesson plans, websites, and observations.	LaVelle McCray Martin, Baker, Brice, Manuel
January 10	PTA Board Meeting	Meeting of all PTA board members, school administration, and teacher of the year	Amanda Dease
January 13	Grade Level Meeting	Meeting with IC to discuss and track common assessment data (disabled pop) Mid Year Review	Marleen Baker
January 15	Staff Meeting		
January 21	IC Meeting	Teaching and Learning Agenda Items	LaVelle McCray Marleen Baker
January 22	Fountas and Pinnell	½ Day training	Laurie Baker
January 26	SIC Meeting	Planned Agenda	Andrea Hargette
January 29	Leadership Meeting	Review common assessment data from grade level meetings, track our disabled population. Review lesson plans, websites and observations	LaVelle McCray Martin, Baker, Brice, Manuel
January 29	Celebration Social	Celebrate the success of our students and vamp up for last half of the year	LaVelle McCray Marleen Baker
February 5	Faculty Council	Discuss and review disable population data. Take input on ways we can monitor and adjust to better meet their needs. Concerns, questions, comments	LaVelle McCray Anne Martin
February 7	PTA Board Meeting	Meeting of all PTA board members, school administration, and teacher of the year	Amanda Dease
February 10	Grade Level Meeting	Meeting with IC to discuss and track common assessment data (disabled	Marleen Baker

		pop)	
February 11	Leadership Meeting	Review common assessment data from grade level meetings, track our disabled population. Review lesson plans, websites and observations	LaVelle McCray Martin, Baker, Brice, Manuel
February 12	Staff Meeting		
February 13	IC Meeting	Teaching and Learning Agenda Items	LaVelle McCray Marleen Baker
February 19	PLC Meeting	PLC will meet and discuss scope and sequence of 3 rd nine weeks CCSS	Committee Chairs
February 20	Leadership Meeting	Review lesson plans, websites, and observations.	LaVelle McCray Martin, Baker, Brice, Manuel
February 24	Fountas and Pinnell	½ Day training	Laurie Baker
February 26	SIC Meeting	Planned Agenda	Andrea Hargette
February 26	Professional Development		
March 5	Faculty Council	Discuss and review disable population data. Take input on ways we can monitor and adjust to better meet their needs. Concerns, questions, comments	LaVelle McCray Anne Martin
March 6	PTA Board Meeting	Meeting of all PTA board members, school administration, and teacher of the year	Amanda Dease
March 6	Leadership Meeting	Review lesson plans, websites, and observations.	LaVelle McCray Martin, Baker, Brice, Manuel
March 12	Staff Meeting	PASS	Jane Brice
March 26	SIC Meeting	Planned Agenda	Andrea Hargette
March 26	PD		
April 2	Leadership Meeting	Review lesson plans, websites, and observations.	LaVelle McCray Martin, Baker, Brice, Manuel
April 2	Faculty Council	Discuss and review disable population data. Take input on ways we can monitor and adjust to better meet their needs. Concerns, questions, comments	LaVelle McCray Anne Martin Marleen Baker
April 4	PTA Board Meeting	Meeting of all PTA board members, school administration, and teacher of the year	Amanda Dease
April 7	Grade Level Meeting	Meeting with IC to discuss and track common assessment data (disabled pop)	Marleen Baker
April 9	PLC Meeting	PLC will meet and discuss scope and sequence of 4 th nine weeks CCSS	Committee Chairs

April 23	Leadership Meeting	Review common assessment data from grade level meetings, track our disabled population. Review lesson plans, websites and observations	LaVelle McCray Martin, Baker, Brice, Manuel
April 30	SIC Meeting	Planned Agenda	Andrea Hargette
April 30	PD	Planning for Next Year	LaVelle McCray
May 1	IC Meeting	Teaching and Learning Agenda Items	LaVelle McCray Marleen Baker
May 12	Grade Level Meeting	Review of goals. PD planning for next year	Marleen Baker
May 14	Leadership Meeting	Reviving up for 2014-2015	LaVelle McCray
May 28	Staff Meeting	Year Wrap Up	