Ellen Woodside Elementary

Shawn McCain -Principal

Greenville County School District

Burke Royster – Superintendent

Scope of Action Plan (2025 through 2029)

<div align="center">SCHOOL RENEWAL PLAN COVER PAGE</div>

SCHOOL NAME: Ellen Woodside Elementary

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 *(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.

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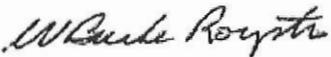
Dr. W. Burke Royster	*W Burke Royster*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Shawn L. McCain	*Sh L McCain*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES
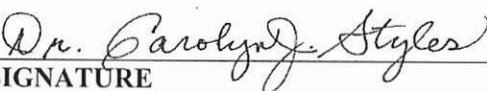
Dr. Carolyn Styles	*Dr. Carolyn J. Styles*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL
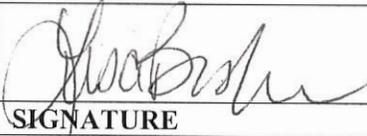
Lisa Brashier	*Lisa Brashier*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD
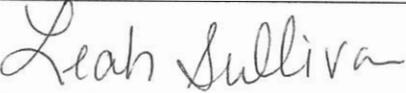
Leah Sullivan	*Leah Sullivan*	5/1/2024
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 9122 Augusta Road Pelzer, SC 29669

SCHOOL TELEPHONE: (864)   355-4900

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

Stakeholder Involvement

Position   Name

1.   Principal …………………………………………………………..Shawn McCain

2.   Teacher …………………………………………………………...Stephanie Powell

3.   Parent/Guardian …………………………………………………..Megan Fowler

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

5.   Paraprofessional …………………………………………………..Alicia Olson

6.   School Improvement Council Member ………………………………...Bridget Grogan

7.   Read to Succeed Reading Coach………………………………………..Colleen Levy

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

9.   School Read To Succeed Literacy Leadership Team Member …………Olivia Reynolds

10.   School Resource Officer…………………………………………….Andrew Grazioso

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.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))	
<mark>Yes</mark> 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).
<mark>Yes</mark> 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 <mark>No</mark> 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.
<mark>Yes</mark> No N/A	**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.
<mark>Yes</mark> No N/A	**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 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.

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	**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): 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 No N/A	**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.

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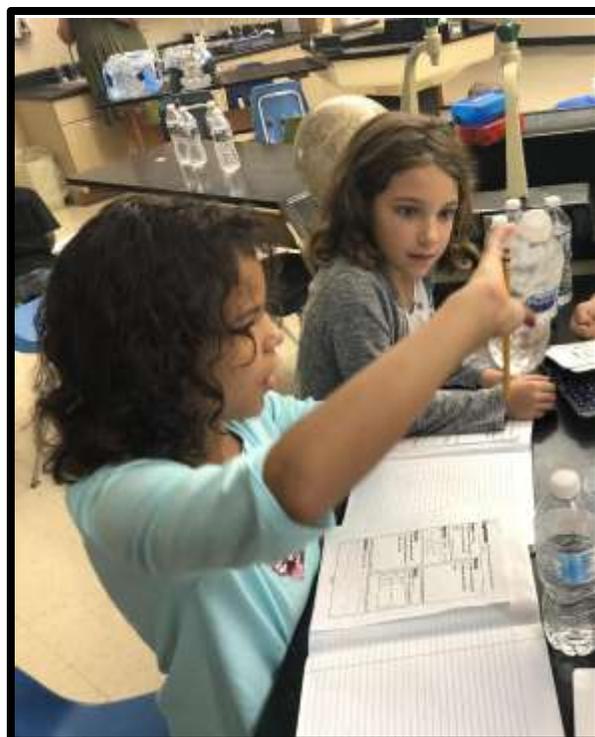
Introduction

This section includes:

Summary of Self Study Process

Stakeholder Involvement

The Ellen Woodside Elementary School Portfolio

The Ellen Woodside Elementary School Portfolio was 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 school report card highlights academic achievement and provides helpful background information on factors such as academic growth, college and career readiness, school climate, and student safety. In 2016, the school received an Average rating on the State Report Card. For the 2017 school year schools did not receive a rating. During the fall of 2018, all schools in South Carolina were rated using a single accountability system. Ellen Woodside received a score of 52, which equals an Average rating. For 2019, Ellen Woodside increased to a score of 59, which equals a Good rating. In both 2019 and 2020, schools were not rated due to the COVID-19 pandemic. For the 2021-2022 school year, Ellen Woodside earned 61 points and received an Excellent rating on the state report card.

The school will monitor SC Ready and SC PASS data, as well as FastBridge and data collected from Mastery View Predictive Assessment (MVPA) 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

MVPA benchmarks 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

Mr. Shawn McCain served his sixth year as Principal of Ellen Woodside during the 2023-2024 school year. Mr. McCain has prior experience as an Assistant Principal in Greenville County. He also served as a physical education teacher at the elementary and secondary levels and as an Assistant Principal in the district. His leadership allows for more staff input in the decision-making process through Vertical 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 a 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. Mr. McCain uses information and input from the faculty to guide his leadership decisions as he serves in his 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.

2023-2024 Faculty Council Members	
Kindergarten	Melissa Jefferies
1st Grade	Stephanie Powell
2nd Grade	Kaila Miller
3rd Grade	Jessica Mueller
4th Grade	Kenisha Thompson
5th Grade	Kimberly Black
Related Arts	Janis Lewis
SPED	Katy Snyder
Instructional Support	Leah Sullivan, Colleen Levy
Administration	Shawn McCain, Morgan Warner

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.

"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 2023 SCReady results, students at Ellen Woodside fell below the district percentage of students in the meets and exceeds expectations category in ELA by 2%. This is down from a gap of 5% the previous year.

To help raise achievement, the Instructional Coach and Literacy Specialist have provided professional development in the areas of planning and executing small strategy reading groups. There has also been a professional development focus in the area of phonics instruction for all K5-1st grade teachers. All teachers in these grade levels have been trained and coached in Reading Horizons, a phonics based program to increase reading ability in both grade levels. Teachers in third through fifth grades have received professional development in the area of grammar instruction, based on data collected from the SC Ready writing assessment and MVPA data. Teachers are meeting in reading small groups for remediation each day. These groups are differentiated for students to ensure appropriate instruction.

The implementation of reading instruction based on the Science of Reading, will aid in raising test scores for this population, as well as individual student action plans in reading. 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. Students will receive explicit phonics instruction in K5 and 1st grade throughout the year. 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. Students with IEPs will be served in both an inclusion and resource setting depending on student IEP goals and needs.

For math, 2023 SC Ready results showed 57% of students scoring in the meets and exceeds categories. This is below the district average of 60%. To increase student achievement in the area of math, students were identified for the SOAR program to attend small remediation groups in the afternoon, twice a week. Seventy students attended these groups for 10 weeks. In addition, an online, leveled math program, Dreambox, is being used in all grade levels to to differentiate math instruction and provide data to teachers to guide instruction.. Teachers will also meet with small math groups to provided individualized

math instruction in the classroom. Common Formative 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.

In regard to science, the percentage of students scoring "Met" and "Exemplary" on the 2023 SCPASS test was 60%. This is equal to the district average, and increased by 8% from the previous year. As a school, we will continue to work on science 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 provide hands-on science instruction in their classrooms. The Instructional Coach will support teachers in planning science lessons that include engineering practices and provide students the opportunity for inquiry and problem solving. Students will continue to visit the S.T.E.A.M. lab weekly to focus on engineering practices in all grade levels.

Teacher and Administrator Quality

According to the 2023 school report card, 100% of teachers were continuing contract, which is up by 25% the previous year. The number of teachers returning to the school from the previous year was 89%. The three year average percentage of teachers returning from the previous year is 80%. The teacher attendance rate was 96.4% for the 2023 school year.

The principal has been in education for 24 years and has served as the principal of the school for six years, with previous experience as an Assistant Principal. The Assistant Principal served her second year at the school along with an additional AP who is served his first year in 2023-2024. The Instructional Coach served her 12th year in the coaching position at the school with a total of 20 years in education. The Literacy Specialist has served in the position for 7 years and was a classroom teacher for 7 years.

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 2022-2023 school year, the lowest area was satisfaction with the learning environment. The data showed that 81% of parents were satisfied in this category while teachers reported 100% satisfaction in this

area. The parent percentage was up from the previous year by six percentage points. The highest area reported for parents was satisfaction with social and physical environment with 100% of all parties satisfied. Teachers reported 100% satisfaction with social and physical environment at the school. For students, the highest level of satisfaction was 94% in the area of school home relations. The was the lowest area for students the previous year with 83% satisfaction.

Significant Challenges the Past Three Years:

The biggest challenge for our school in the past three years has been providing a normal school experience during a pandemic. With the transition to all virtual learning in the spring of 2019, due to COVID-19, it was very difficult to continue the same quality of instruction given in the brick and mortar setting. Both teachers and students were faced with many challenges during this time. During the 2020-2021 school year, only 502 of the school's 227 students returned to brick and mortar. Students were given the opportunity to receive virtual instruction. Our school lost 9 teachers to the virtual setting, as well. Many students were absent due to COVID restrictions. This created a problem with having consistent instruction for all students. Students learning in the virtual setting were often absent and relied heavily on daily parent engagement to be successful in their learning. As we moved into the 2021-2022 school year, most students returned to brick and mortar instruction, along with the teachers who were teaching virtually. The challenge during the 22-23 school year has been to continue to close gaps for our students who have been in and out of school during the two years of the pandemic. We are beginning to see increases in student achievement again, for those students who were impacted during the pandemic. In response to these challenges, our school teamed up with our district's academic specialists to determine next steps in instruction for our school. The district specialists provided support through providing professional development to teachers based on the biggest areas of need. All grade level teachers have worked on providing a more student-centered environment in their classrooms through the use of academic discourse in all subject areas. Teachers have received specific professional development around academic

discourse and student engagement. Based on the 2023 math data from SC Ready and the 1st MVPA benchmark, teachers in all grade levels have received professional development in math, with a focus on the gradual release model. This professional development was planned after the Instructional Leadership Team conducted a learning walk with district academic specialists. The team collected data and determined a deficit in the area of the "you do" piece of the gradual release model. Professional development was planned and executed by the Instructional Coach to address this need. An Instructional Walk was conducted after the professional development, and progress was evident in all classrooms in regards to gradual release.

To address reading achievement, teachers in K5 have continued professional learning with Reading Horizons, and all 1st grade teachers have been trained to use the program and are continuing with professional development in the coming year. During the 24-25 school year, all second grade teachers will be trained and will implement the Reading Horizons program in their classrooms. All intermediate teachers have worked on increasing grammar instruction with inquiry during the school year. The Instructional Coach and Literacy Specialist have delivered professional development in this area and have worked with teachers to plan grammar instruction.

Accomplishments

- Palmetto Silver Award
- Multi Language Learner Achievement District Award
- United Way Campaign Award of Excellence
- Michelin Challenge Education School

- District Energy Saver Award
- Mentor Greenville
- Battle of the Books District Winner
- InTirenational Project People's Choice Award Winner
- Bosch B3ST Grant Recipient

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 883 (April 16, 2024) students in attendance with an additional 193 students attending the Riley Center that merged with the school in 2022. For both campuses, there is a total of 1076 students currently enrolled. 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. A new, 17,335 square foot addition is being added to accommodate the growth our area is experiencing. 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. 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, Prisma Health, 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. Due to many new housing developments in our zoned area, our school has grown by 100 students over the past two years and with the merger with Riley CDC, we have increased by 200 more students. .

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, two assistant principals, one instructional coach, one literacy specialist, one school counselor, a school nurse, a media specialist, 41 classroom teachers at Ellen Woodside and 10 teachers at Riley CDC, one ED self-contained intermediate resource teacher, one ED self-contained primary resource teacher, two full-time resource teachers, one part time resource teacher, three full-time reading interventionists, two part time reading interventionists, two full-time speech therapists, 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 media clerk, a full-time STEAM Lab instructor, one part-time STEAM Lab instructor, and one full-time ESOL teacher. One secretary, one part-time clerk, and two full-time clerks keep our office running smoothly. Our support staff includes ten paraprofessionals (kindergarten and ED/SC) at Ellen Woodside and 12 paraprofessionals at Riley CDC. 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 a part time office at Ellen Woodside to help assist families and students with their needs. Ellen Woodside also runs an Extended Day program, which includes five employees.

The staff of Ellen Woodside includes eight male staff members. Of the eight, five are teachers, one is a paraprofessional, one is the Principal, and one is Assistant Principal. Our staff has six African-American members, with three being teachers, two paraprofessionals, and one administrator.
Of the faculty, 100% are continuing contract teachers. Teacher attendance rate for the 2020-2021 school year was 96.4%. Of the teaching staff, 51% have obtained advanced degrees. All of our teachers are considered "Highly Qualified" as defined by the state. 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. Fifteen of our teachers have received Reading Horizons training in the past two years.

Student Population

There are 883 students currently enrolled in Ellen Woodside Elementary School. The number of students in each grade level has increased in the past three years. Teacher to student ratios are shown in the chart below:

Grade Level	Number of Teachers	Students:Teacher
K4	10 Teachers 14 Paraprofessionals	1:21
K5	6 Teachers 6 Paraprofessionals	1:20
1st Grade	9 Teachers	1:18
2nd Grade	6 Teachers	1:25
3rd Grade	6 Teachers	1:22
4th Grade	6 Teachers	1:27
5th Grade	5 Teachers	1:24

At Ellen Woodside, Caucasian students make up 55% of the population, African Americans make up 21.5% percent, Hispanic 12.2%, and 11.2% of other ethnic backgrounds (including Asian, American Indians, and two or more races). The ratio between Caucasians and African-Americans had remained relatively constant over the years. The Hispanic population at Ellen Woodside continues to increase.

Enrollment Over- Time
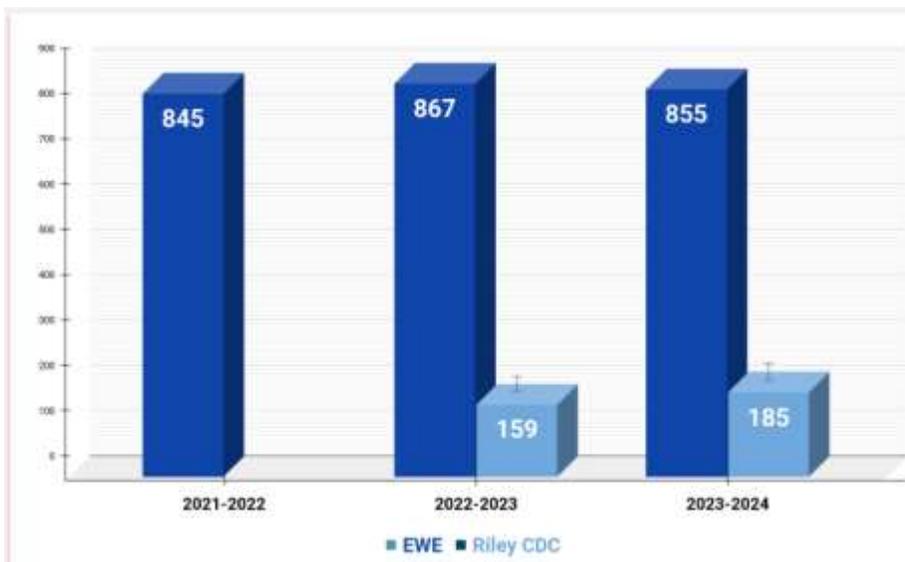
Over the past four school years, our population has changed as shown in the bar graph above. During the 2023-2024 school year, Due to the development of new neighborhoods in the community, we have experienced a large increase in students over the past few years. Due to the location of the school, many 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. Our pupils in poverty percentage is 68% of the student body. Our PIP status has remained fairly consistent over time. The poverty index for Ellen Woodside is 67.7%, according to the SC Department of Education website

PIP Percentage Over-Time
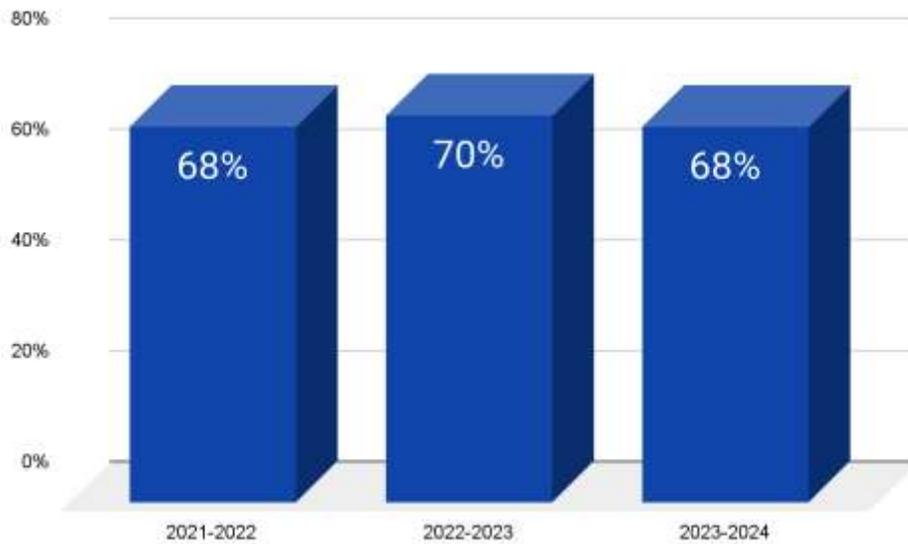
Student Services

Currently, Ellen Woodside has 54 students enrolled in the district Challenge program. 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 10.6%. 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 intermediate and one primary self-contained classroom for emotionally disabled students.

Ellen Woodside Elementary Student Services (2023-2024)

Speech/Language	68
Specific learning disabled	41
Other health impairment	11
Multiple disabilities	1
Emotionally disabled	1
Developmentally delayed	24
Autism	20
Hearing Impaired	1
ML	65
504	17
Challenge	61

Attendance Rate:

Our student attendance rate for 2023-2024 was 93.47%. 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

Book Buddies

Intramural Sports

Chorus

Ukulele Club

Percussion Club

Lunch Buddies

Mentoring (Lunch Buddies)

Student Leadership Council

Riley Readers

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, Mr. Shawn McCain, is in his 24th year of education. Mr. McCain is in his sixth year as Principal at Ellen Woodside Elementary. He served as Assistant Principal for three years at Plain Elementary as well as three years at Ellen Woodside Elementary prior to becoming Principal. He was a physical education teacher for 12 years and has coached basketball, soccer, and golf for Greenville County Schools.

Mrs. Morgan Warner is serving as both Ellen Woodside and Riley CDC's Assistant Principal. This Mrs. Warner's second year as Assistant Principal. Mr. Joseph Stowe is in his first year of serving as Assistant Principal at Ellen Woodside. Our Instructional Coach, Mrs. Leah Sullivan was a classroom teacher for 8 years and is currently in her twelfth year in this position. The Literacy Specialist, Miss Colleen Varda taught fifth grade for 7 years, and is in her seventh 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 volunteers serve as "Lunch Buddies" to read with students. 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 where engineers from Michelin spend a day at the school teaching students engineering practices and highlighting the different types of engineers that are needed at Michelin. 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 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. The company also provides one STEM grant each year to a classroom teacher.

South Greenville Fire Department: Firefighters visit Ellen Woodside to share fire safety tips and information with the students. They bring a variety of trucks and rescue vehicles for students to learn about during their visit. Also, as part of the visit, all K5 and first grade students participate in a simulation of a burning house to learn what to do in case of a fire in their home.

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.

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.

Core Kids Afterschool Program The CORE Community Center provides free after school care to 15 Ellen Woodside students. These students were selected to participate in this program by the principal and the CORE Kids program director. These students receive free transportation to the CORE each afternoon. They are supervised by two certified teachers from Ellen Woodside who provide academic help with homework and take the students on community field trips. Students in this program each have a mentor that meets with them regularly, in addition to the support they receive after school.

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, Field Day, and to volunteer in classrooms. Students from Ellen Woodside worked with the WHS drama department to present the musical production of *The Little Mermaid*. The Woodmont High School Gentlemen's Club visits Ellen Woodside students to read to K5 students and mentor African American boys. Teacher Cadets from WHS work with teachers throughout grade levels.

Oak Pointe Church Volunteers from Oakpointe Church work with Ellen Woodside to provide breakfast and duty free lunches for teachers. The church also provides supplies for students and raised money through a summer youth event to provide money to teachers for classroom supplies.

Ellen Woodside Buddy Program (Partnered with Mentor Upstate) 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.

H.E.L.P. (Help Ellen Woodside Look Pretty) Day The school invited the community to partner with the staff to complete multiple beautification projects on the school grounds. Donations were given by Trees Greenville, Horace Mann, McCleer Construction, and Oakpointe Church to provide materials for the day of the event. Approximately 60 volunteers from the school community spent a Saturday in March working together to create new flower beds, mulch trees, create an outdoor eating space, and transform the Butterfly Garden into an educational space where students can grow flowers and vegetables.

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 website. 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, Oakpointe Church, 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*, the school website, and social media.

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

- 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, Breakfast with Mom, Donuts for Dads, Talent Show, Teacher Appreciation Week, and the Volunteer Appreciation Banquet.

- Parent, teacher, and student conferences are required mid-year, for all students.

- 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, 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 Counseling Department.
- We provide publicity for all of these stakeholders through weekly newsletters, banners, the school marquee, weekly phone messages, 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 account.

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. A school resource officer is shared between two other close elementary schools. This officer is routinely present at the school each day. 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 expectations.

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 developed School Essentials to have common expectations for behavior throughout the school building. The premise of the program is that students are given very clear expectations regarding the activities and the guidelines for success. Our school implements a house system with the acronym,

L.E.A.D.E.R. (Loyalty, Excellence, Ambition, Dependable, Empathy, Respect) to build relationships throughout the school and promote positive student behavior. Students and teachers are sorted into houses at the beginning of the school year. House meetings are held monthly to focus on positive behaviors and social skills.

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.

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.

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. All grade levels fully implement the South Carolina Career Readiness Standards in math. In addition to the text our teachers plan appropriate and rigorous instruction including hands-on activities, technology, and small group instruction. Teachers have 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 approach with an emphasis on integrating the science of reading and 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. Our kindergarten and 1st grade teachers use Reading Horizons to teach explicit,systematic phonics instruction. 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. The district curriculum maps are used by all teachers, in all content areas, to collaboratively plan rigorous instruction. Reinforcement is provided through the use of group and individual projects, field trips, guest speakers, and virtual learning. Teachers use Dreambox and Lexia to remediate student learning.

Language Arts

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

- Kindergarten and 1st grade teachers utilize Reading Horizons programming for explicit, systematic phonics instruction.

- Response to Intervention has been implemented in K5-3rd grade. Data is continuously monitored to measure growth in reading.

- Student progress in K5 through fifth grade is monitored through benchmarking using the Fountas and Pinell benchmarking system. Both reading fluency and comprehension are assessed.

- Some special education students in fourth and fifth grades are serviced through the inclusion model, while some are served in resource pull out.

- 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 setting individual reading goals in their classrooms to become better readers.

- Student writing is displayed throughout the building.

- Ten teachers have been trained in Orton Gillingham multisensory phonics instruction in Kindergarten and 1st grade. All Kindergarten and 1st grade teachers are trained in Reading Horizons.

- 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.

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

- The TE 21 Benchmark is administered to all 2nd, 3rd, 4th, and 5th grade students in the 1st, 2nd, and 3rd quarters. Results are used to plan and differentiate instruction in the classroom.

- The MAP test (Measure of Academic Progress) is administered to all 2nd and 5th grades in December. Some Results are used to differentiate instruction, identify gifted and talented students, and determine the planning of classes for 6th grades. During the 2023-2024 school year, first grade students were also given the MAP test in both reading and math in the fall, winter and spring. This test was given in accordance with state regulations to determine growth of students throughout the year.

- 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, *Big Ideas Math*, textbook as a guide to mathematics in kindergarten through fifth grade in addition to district curriculum. 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:

- Guided Math Approach

- Number Talks in K-1st

- Daily Math spiral

- Use of manipulatives in math lessons

- 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.

- Students use Dreambox math at home and school to build fact fluency and grade-level specific math skills.

- The TE 21 Benchmark is administered to all 2nd, 3rd, 4th, and 5th grade students in the 1st, 2nd, and 3rd quarters. Results are used to plan and differentiate instruction in the classroom.

On Track

During the 2023-2024 school year, Ellen Woodside utilized an On Track team to identify and help struggling students. This team included the principal, assistant principal, literacy specialist, instructional coach, school 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.

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. Teachers use anecdotal notes from individual student observations and meetings in both reading and math. Students collect data from reading and math to set individuals goals in the classroom. In reading, 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, 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. When looking at schools like ours in our district and in the state, our students performed average.

The graphs below shows SCReady scores for Ellen Woodside compared to norm data for Greenville County Schools. There are four years of data that will be compared in this section. The data shows that Ellen Woodside students meeting or exceeding was 57% in math and 59% in ELA. Math scores stayed the same compared to the previous year, while ELA scores increased by 8%.
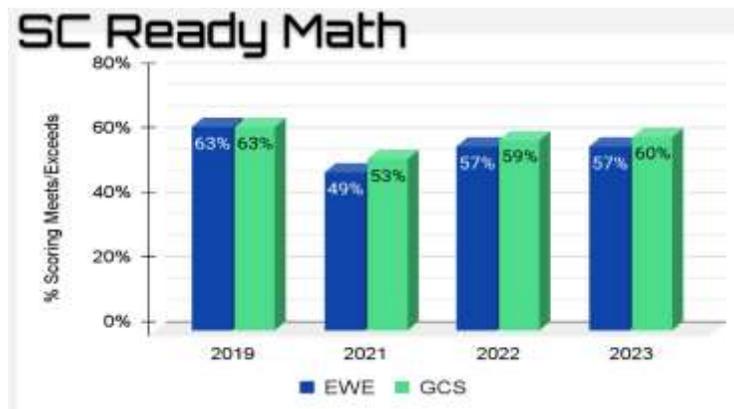
ELA by Performance Level

The graph below shows the performance level of students on SC Ready ELA for the 2023 school year. This data is from students in 3rd-5th grades. The data shows that most students are

performing in the meets and exceeds categories. Students in the approaches category are close to that of the not met category.

The chart shows students in each grade level and their performance levels over time. It is evident from the chart that students are moving from the not met category into approaches, and approaches students are moving to met and exceeds. The chart is showing a positive trend in student performance, however, it is also evident that students moving from met to exceeds at a significant rate.

SC Ready ELA Over-Time

	3rd Grade				4th Grade				5th Grade			
	2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
Does Not Meet	18%	33%	27%	28%	22%	30%	24%	11%	20%	25%	22%	19%
Approaches	24%	30%	28%	20%	17%	18%	21%	25%	40%	35%	24%	21%
Meets	30%	23%	25%	26%	21%	24%	23%	31%	30%	28%	29%	22%
Exceeds	28%	15%	20%	27%	39%	28%	32%	34%	10%	13%	24%	38%

Current ELA SC Ready Data by Grade Level

When looking at the data by grade level, it shows that students scoring meets or exceeds in ELA is 53% in 3rd grade. In fourth grade, 65% of students scored meets or exceeds, and in 5th grade, 60% students scored in the same categories. Data has been disaggregated farther to pinpoint areas we need to focus on further. During the 2023-2024 school year, third through fifth grade teachers have

received support in reading instruction from the district academic specialist and the school's instructional coach and literacy coach.

Math by Performance Level

The graph below shows the performance level of students on SC Ready math for the 2023 school year. This data is from students in 3rd-5th grades. The data shows that most students are performing mostly in the meets and exceeds categories, but very closely to not met and approaches.
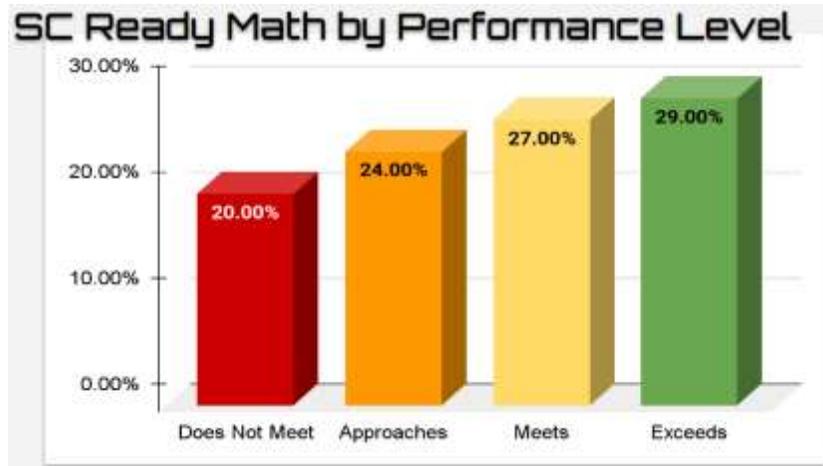
SC Ready Math by Performance Level

The chart shows students in each grade level and their performance levels over time. It is evident from the chart that students are moving from the not met category into approaches, and approaches students are moving to met and exceeds. The chart is showing a positive trend in student performance from 3rd to 4th grades, however, a decrease from met to approaching is evident when students are tested in 5th grade.

SC Ready Math Over-Time

	3rd Grade				4th Grade				5th Grade			
	2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
Does Not Meet	17%	36%	23%	23%	7%	26%	19%	15%	20%	31%	27%	21%
Approaches	15%	17%	17%	20%	18%	21%	21%	18%	33%	31%	22%	34%
Meets	38%	27%	37%	31%	42%	32%	28%	27%	30%	25%	31%	23%
Exceeds	30%	20%	23%	26%	33%	21%	32%	40%	17%	13%	20%	23%

Current Math SC Ready Data by Grade Level

The data shows 57% of 3rd grade students scored met or exceeds on SCREADY in 2023. 67% of 4th grade students scored met or exceeds, while 46% of fifth grade students scored met or exceeds. Fifth grade continues to have the lowest percentage of students scoring in the meets or exceeds category. Fifth grade teachers have worked closely with the district math academic specialist during the 2023-2024 school year to pinpoint areas of need and plan instruction accordingly. A focus on the gradual release model was developed after learning walks and disaggregating data. 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.

Ellen Woodside Elementary South Carolina School Report Card

Ellen Woodside Elementary
Professional Development Plan 2023-2024
Focus on: Integrating the Arts and Writing Focus

Date	Name	Location	Time
July 27, 2023	New Teacher Meeting w/ILT	Media Center	8:00am-2:30pm
August 3, 2023	K5-5th PLCs w/ILT	Media Center	8:00am-2:30pm
August 4, 2023	K4 PLC w/ILT	Riley Cafe'	1:30pm-2:30pm
August 24, 2023	Writing PD w/Jennifer Russo	Media Center	8:00am-2:15pm
September 6, 2023	ArtsNOW Music Planning	Classrooms	8:00am-1:30pm
September 6, 2023	ArtsNOW Process Wall Training	Media Center	3:00pm-4:00pm
September 7, 2023	ArtsNOW Music Lab	Classrooms	8:00am-1:30pm
September 6, 2023	Process Walls	Media Center	3:00pm-4:00pm
September 20, 2023	UW Kickoff/Faculty Council	Media Center	3:00pm-4:00pm
September 27, 2023	Staff PD	Media Center	3:00pm-4:00pm
October 11, 2023	Faculty Council	Media Center	3:00pm-4:00pm
October 25, 2023	Staff PD	Media Center	3:00pm-4:00pm
November 8, 2023	Faculty Council	Media Center	3:00pm-4:00pm
November 15, 2023	ArtsNOW Dance Planning	Classrooms	8:00am-1:30pm
November 16, 2023	ArtsNOW Dance Lab	Classrooms	8:00am-1:30pm
November 29, 2023	Staff PD	Media Center	3:00pm-4:00pm
December 13, 2023	Faculty Council	Media Center	3:00pm-4:00pm
January 10, 2024	Faculty Council	Media Center	3:00pm-4:00pm
January 24, 2024	Staff PD	Media Center	3:00pm-4:00pm
February 8, 2024	ArtsNOW Drama Planning	Classrooms	8:00am-1:30pm
February 9, 2024	ArtsNOW Drama Lab	Classrooms	8:00am-1:30pm
February 14, 2024	Faculty Council	Media Center	3:00pm-4:00pm
February 28, 2024	Staff PD	Media Center	3:00pm-4:00pm
March 13, 2024	Faculty Council	Media Center	3:00pm-4:00pm
March 27, 2024	Staff PD- Clifton Strengths	Media Center	3:00pm-4:00pm
April 3, 2024	ArtsNOW Visual Arts Planning	Classrooms	8:00am-1:30pm
April 4, 2024	ArtsNOW Visual Arts Lab	Classrooms	8:00am-1:30pm
April 10, 2024	Faculty PD- Clifton Strengths	Media Center	3:00pm-4:00pm
April 17, 2024	SC Ready Training	Media Center	3:00pm-4:00pm
April 24, 2024	Staff PD	Media Center	3:00pm-4:00pm
May 8, 2024	Faculty Council	Media Center	3:00pm-4:00pm
Ongoing	Reading Horizons (K5, 1st, SPED, RTI)	Classrooms	
Ongoing	Patterns of Power PD (2nd-5th Grade)	Classrooms	

Other Professional Development Opportunities:

- EPIC Learning in the 21st Century Classroom
- A.L.I.V.E Part 2

- Continued Support for Balanced Literacy Instruction
- District Curriculum Meetings
- Upstate Consortium
- Summer Academy
- Upstate Technology Conference

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, 3rd-5th grade students, and their guardians. The results of this information was 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.

Looking at the data from the school's opinion surveys, 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 with the social and physical environment. Of the 23 parents who returned the survey, they are less satisfied with school-home relations and learning environment. Overall, parents, students, and staff are more than 80% satisfied in all areas.

Action Plan

Included in This Section:

Action Plan

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 57.2% in 2022-23 to 74.2% in 2028-29.

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)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
			Projected (ES)	62.2%	65.2%	68.2%	71.2%	74.2%
SC READY Math SCDE School Report Card	57.2%	TBD	Actual (ES)					
	60%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	Instructional Leadership Team and District Assistant Superintendent	n/a	n/a	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	Instructional Leadership Team	n/a	n/a	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	Instructional Leadership Team and District Academic Specialist	n/a	n/a	C
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	District Academic Team, School Vertical Teams	n/a	n/a	C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	District Academic Team, School Vertical Teams	n/a	n/a	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	Grade Level Professional Learning Communities, Instructional Leadership Team	n/a	n/a	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	Administration, Instructional Leadership Team	n/a	n/a	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	Administration, Instructional Leadership Team	n/a	n/a	C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	Instructional Leadership Team, District Academic Specialist	n/a	n/a	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	Instructional Leadership Team, District Academic Specialist	n/a	n/a	C
3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning Community Process by monitoring for fidelity.	2024-2029	Instructional Leadership Team	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Foster a collaborative relationship between schools and parents.	2024-2029	Instructional Leadership Team, School Improvement Committee (SIC), Parent Teacher Association (PTA)	n/a	n/a	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Instructional Leadership Team, School Improvement Committee (SIC), Parent Teacher Association (PTA)	n/a	n/a	C

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 59.6% in 2022-23 to 64% in 2028-29.

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)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	63%	66%	69%	72%	75%
	59.6%	TBD	Actual (ES)					
	64%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	Instructional Leadership Team and District Assistant Superintendent	n/a	n/a	C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	Instructional Leadership Team and District Academic Specialists	n/a	n/a	C
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	Instructional Leadership Team, Response to Intervention Team, Grade Level Professional Learning Communities	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	Instructional Leadership Team, Response to Intervention Team, Grade Level Professional Learning Communities	n/a	n/a	C
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	Instructional Leadership Team, Grade Level Professional Learning Communities	n/a	n/a	C
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	Instructional Leadership Team, District Academic Support Specialists	n/a	n/a	C
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	Instructional Leadership Team, Grade Level Professional Learning Communities	n/a	n/a	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	Instructional Leadership Team, Grade Level Professional Learning Communities	n/a	n/a	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	Instructional Leadership Team, Grade Level Professional Learning Communities, Response to Intervention Team	n/a	n/a	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	Instructional Leadership Team, Grade Level Professional Learning Communities	n/a	n/a	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	Instructional Leadership Team, Grade Level Professional Learning Communities, Schoolwide Vertical Teams	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Instructional Leadership Team, Grade Level Professional Learning Communities, District Academic Specialists	n/a	n/a	C
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of	2024-2025	Director of Early Intervention and Student Support			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	Instructional Leadership Team, District Academic Support Specialists	n/a	n/a	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Instructional Leadership Team, District Academic Support Specialists, Grade Level Professional Learning Communities	n/a	n/a	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	Instructional Leadership Team, District Academic Support Specialists, Grade Level Professional Learning Communities, Response to Intervention Team	n/a	n/a	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	Instructional Leadership Team, District Academic Support Specialists, Grade Level Professional Learning Communities	n/a	n/a	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	Administration, Instructional Leadership Team	n/a	n/a	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive	2024-2029	Instructional Leadership Team, District Academic Support Specialists, Grade Level	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
texts to accommodate various learning styles.		Professional Learning Communities, Media Specialist			
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	Instructional Leadership Team, District Support Team	n/a	n/a	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	District Support Team, Instructional Leadership Team	n/a	n/a	C
3. Build capacity for consistent implementation of the GCS ELA Instructional Framework.	2024-2029	District Academic Support Team, Instructional Leadership Team	n/a	n/a	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	Instructional Leadership Team, Grade Level Professional Learning Communities	n/a	n/a	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Leadership Team, District Academic Support Team	n/a	n/a	C

GOAL AREA 2 – Performance Goal 1

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

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	School Principal	n/a	n/a	C
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	School Principal	n/a	n/a	C
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	School Counselor	n/a	n/a	C

GOAL AREA 2 – Performance Goal 2

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

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
GCS Human Resources Department	12.10%	TBD	Actual (District)					
			Projected (School)	6.5%	6%	5.5%	5%	4.5%
	7%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Recruit and retain high quality educators by working to create a satisfactory work environment					
1. Seek input on teacher voice from guiding coalition	2024-2029	Instructional Leadership Team	n/a	n/a	C
2. Seek teacher input from Upbeat Teacher Survey	2024-2029	School Principal	n/a	n/a	C

GOAL AREA 3 – Performance Goal 1

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

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	60.5%	TBD	Actual (District)					
			Projected (School)	42.33%	40.33%	38.33%	36.33%	34.33%
	44.33%	TBD	Actual (School)					

On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	School Administration	n/a	n/a	C
2. Establish consistency in teaching and reinforcing expectations and building positive	2024-2029	School Administration, Guiding Coalition	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
relationships, while allowing custom, school-based programming to meet this goal.					
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	School Administration, School Counselor, Greenville Mental Health Counselor	n/a	n/a	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	School Administration, Teacher Mentors	n/a	n/a	C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	OnTrack Team	n/a	n/a	C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	School Counselors, Guiding Coalition, Grade Level Professional Learning Community	n/a	n/a	C
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	School Improvement Council, School Administration, Classroom Teachers	n/a	n/a	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	School Administration	n/a	n/a	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	Classroom Teachers	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	Principal, Parent Teacher Association, Guiding Coalition	n/a	n/a	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	Principal	n/a	n/a	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	Principal, School Counselors	n/a	n/a	C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	School Administration	n/a	n/a	C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	School Administration	n/a	n/a	C
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	School Administration	n/a	n/a	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	Classroom Teachers, School Counselors	n/a	n/a	C
5. Provide student-centered interventions and resources for students who	2024-2029	School Counselors, OnTrack Team	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.					

GOAL AREA 3 – Performance Goal 2

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

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District					
			Projected (School)	19%	17%	15%	13%	11%
	21%	TBD	Actual (School)					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	Attendance Clerk	n/a	n/a	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	Attendance Clerk, OnTrack Team	n/a	n/a	C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	Attendance Clerk	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	District Attendance Support	n/a	n/a	C
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	Attendance Clerk	n/a	n/a	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	School Improvement Council	n/a	n/a	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	Attendance Clerk	n/a	n/a	C

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	School Administration	n/a	n/a	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	School Principal	n/a	n/a	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	Media Specialist, Instructional Coach	n/a	n/a	C
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation *C=Continue, M=Modify, F=Finish*
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	School Improvement Council	n/a	n/a	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	School Improvement Council	n/a	n/a	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	School Improvement Council	n/a	n/a	C
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	School Administration	n/a	n/a	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	School Improvement Council, Parent Teacher Association	n/a	n/a	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	School Improvement Council, School Administration	n/a	n/a	C