

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



SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: East North Street Academy

DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*one year*)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

| | | |
|---------------------|------------------|-------------|
| Mrs. Lisa Wells | | |
| PRINTED NAME | SIGNATURE | DATE |

SUPERINTENDENT

| | | |
|----------------------|------------------|-------------|
| Mr. W. Burke Royster | | |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

| | | |
|---------------------|------------------|-------------|
| Jake Patton | | |
| PRINTED NAME | SIGNATURE | DATE |

PRINCIPAL

| | | |
|---------------------|------------------|-------------|
| Nancy M. Brantley | | |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL ADDRESS: 1720 East North Street – Greenville, SC 29607

SCHOOL'S TELEPHONE: (864) 355 2900

PRINCIPAL'S E-MAIL ADDRESS: nbrantle@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

| <u>POSITION</u> | <u>NAME</u> |
|---|--------------------|
| 1. PRINCIPAL | Nancy M. Brantley |
| 2. TEACHER | Diane Davis (TOY) |
| 3. PARENT/GUARDIAN | Nikki Thompson |
| 4. COMMUNITY MEMBER | Kristi Inglis |
| 5. SCHOOL IMPROVEMENT COUNCIL | Jake Patton |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

| <u>POSITION</u> | <u>NAME</u> |
|--------------------------------|--------------------|
| Instructional Coach | Susan Baskin-Jones |
| Math Coach | Katrina Epps |
| Assistant Principal | Lakeisha Rainey |
| Title I Facilitator | Joyce Joy |
| Guidance Counselor | Vanessa Norman |
| Magnet Coordinator | Jennifer Brown |
| Parent Involvement Coordinator | Myrna Gutierrez |

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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



Academic Assistance, PreK–3

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



Academic Assistance, Grades 4–12

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



Parent Involvement

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



Staff Development

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



Technology

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

N/A Innovation

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



Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic

capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.



Collaboration

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



Developmental Screening

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



Half-Day Child Development

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



Developmentally Appropriate Curriculum for PreK–3

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



Parenting and Family Literacy

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



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

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

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Introduction:

The PASS data was disaggregated by the leadership team in August 2014. In August we shared PASS info correlated to school demographics with faculty, staff, community members, parents, and SIC members. The data was shared at monthly SIC and PTA meetings. In September we looked at MAP for grades 2-5 and benchmarks for grades 5K – 5th. Instructional decisions were made to implement intervention and enrichment for students. During September, school goals and monitoring strategies were developed based on needs assessments and shared with our area district superintendent.

Progress was shared with SIC members on the first Monday of each month. Discussion and input from members were received at this time. A parent involvement plan was developed collaboratively with parents and adopted in October. Based on the data analysis, PD was provided in the areas of : common assessments/item analysis; Using Common Core Math Strategies in teaching of mathematics, continued implementation of Fountas & Pinnell literacy method, and primarily the use of data to drive instruction in the classroom (small group, tutoring, assigning of Michelin tutors, etc.).

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

Portfolio Committee:

Amon, Tammy – Math Coach – Provided Intervention & Enrichment
Baskin-Jones, Susan – Instructional Coach – Provided Professional Development
Brantley, Nancy – Principal – School Plan and how it fits into the District Vision
Brown, Gresham – Title I Facilitator –provided PD in Fostering Collaboration in the Classroom
Brown, Jennifer – Magnet Coordinator
Davis, Diane – Reading Coach – Provided Intervention & Enrichment
Epps, Katrina – Math Coach – Provided Intervention & Enrichment
Gutierrez, Myrna – Parent Involvement Coordinator – Parent Representative
Joy, Joyce – Title I Facilitator – Disaggregated Data
Norman, Vanessa – Guidance Counselor – Teacher Representative
Rainey, Lakeisha – Assistant Principal – School Plan
Thompson, Nikki– PTA President and SIC Member – Parent Representative

Executive Summary:

Needs Assessment or findings for student achievement:

East North Street Academy is a Greenville County Magnet School for Math and Science which receives additional funding from Title I. As of the date of this report we have 667 students enrolled in grades K4 through 5th grade. Of the 667 students: 167 are magnet students; 1.7% are Asian; 47.1% are African American; 24.1% are Hispanic; 5% are multiracial; and 21.4% are Caucasian. Our subgroups for AYP or AMOs under ESEA Waiver are: All; Male; Female; White; African American; Hispanic; Limited English Proficient; Disabled and Subsidized Meals.

We met 94.44% of the annual measurable objective in ELA, 95.56% in Math, 80% in science, and 85.56% in social studies. We had a total grade of 94.3. The mean score for our ELA subgroups decreased except for our Hispanic subgroup which rose 3.5 points. We believe this was due to a shift in focus to math strategies. All of our math subgroups increased their mean scores except for our female subgroup which went down 1.6 points and our white subgroup which went down 1.0 point. We believe that with more differentiation in the classrooms and intervention and acceleration by the coaches and interventionists during labs that our students can meet the demands of college and career ready standards and can excel on whatever state assessment is administered.

Needs Assessment or findings for teacher and administrator quality:

| • Quality | 2012 | 2013 | 2014 |
|--------------------------------------|-------|--------|--------|
| • Teacher Retention | 91.6% | 91.1% | 92.0% |
| • Teacher Attendance | 94.5% | 95.1% | 93.8% |
| • Teachers with Advanced Degrees | 58.3% | 58.0% | 60.0% |
| • Continuing Contract Teachers | 89.6% | 82.0% | 82.0% |
| • PD Days / Teacher | 12.2 | 9.4 | 13.3 |
| • Teachers w/ Technology Proficiency | 100% | 100.0% | 100.0% |

Needs Assessment or findings for school climate:

| Evaluation Topics | 2012 | 2013 | 2014 |
|----------------------------|------|------|------|
| Number of Surveys Returned | | | |
| Teachers | 25 | 35 | 46 |
| Students | 40 | 68 | 96 |
| Parents | 42 | 37 | 44 |

Percent Satisfied with the Learning Environment

| | | | |
|----------|-------|-------|-------|
| Teachers | 87.5% | 85.7% | 89.1% |
| Students | 82.5% | 79.4% | 80.3% |
| Parents | 85.7% | 81.0% | 84.1% |

Percent Satisfied with the Social and Physical Environment

| | | | |
|----------|-------|-------|-------|
| Teachers | 92.0% | 97.2% | 95.6% |
| Students | 67.5% | 75.0% | 77.6% |
| Parents | 80.5% | 78.3% | 81.8% |

Percent Satisfied with School-Home Relations

| | | | |
|----------|-------|-------|-------|
| Teachers | 84.0% | 85.8% | 89.2% |
| Students | 84.6% | 86.6% | 81.0% |
| Parents | 72.5% | 80.6% | 62.8% |

School's Significant Challenges from the Past Three Years:

- Transient Population
- Maintaining Magnet Enrollment
- 24% of our students are categorized as ESOL
- Rising Disabled Population

School's Significant Accomplishments over the Past 3 Years:

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

School Profile:

School Community:

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

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

Since the school opened in 1956, student enrollment has followed a general trend of slight growth until the opening of the new facility in fall of 2002. With a new 105,000 square foot facility on 24 acres and the reassignment of students from two nearby Federal Housing Projects, our student body totaled 688 students. The loss of the Jesse Jackson community reduced our population to 618 during the 2006 school year. Our magnet population has increased from 17 in our first year as a magnet school to today’s total of 167 students.

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

School Personnel Data:

Our faculty and staff for 2014-2015 consists of 2 administrators, 52 full-time teachers, 12 part-time teachers, and 38 support staff members for a total of 104. All teachers are highly-qualified for the specific areas in which they are employed, except 2 of our Special Education teachers, both of whom are in the process of completing the course work and/or Praxis in their areas. One fifth grade teacher has a doctorate, 10 teachers have completed Master’s Plus Thirty, twenty-two have Masters Degrees, six have Bachelor + 18 Hours, and the remaining fifteen have BS/BA degrees. Three teachers are National Board Certified. Our administrators have Masters Degrees. Our Instructional Coach, Math Coach, ELA Coach, and 2 Interventionists provide additional support for our teachers which increase teacher confidence and skills.

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

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

East North Street Academy Full Time Certified Faculty/Staff

2014 - 2015

| Name | Position | Areas of Certification | Education Level | Yrs. of Exp. |
|---------------------|-----------------------|---|-----------------|--------------|
| KINDERGARTEN | | | | |
| Shannon Graham | 4K | Early Childhood; Elementary | Bachelor | 14 |
| Nancy Oates | 4K | Early Childhood; Learning Disabilities, Educable Mentally Disabled, Trainable Mentally Disabled, Emotional Disabilities; Elementary; Psychology | Masters | 32 |
| Bolling, Holly | 5K | Early Childhood | Bachelor | 3 |
| Elise, Dunbar | 5K | Early Childhood | Bachelor | 5 |
| Blair Hardin | 5K | Early Childhood | Bachelor | 1 |
| Jaclyn Decker | 5K | Early Childhood | Bachelor | 1 |
| Rita Terry | K5 | Early Childhood | Bachelor | 13 |
| FIRST GRADE | | | | |
| Brenda Drummond | 1 st Grade | Early Childhood, Elementary | Bachelor + 18 | 28 |
| Shana Dunn | 1 st Grade | Early Childhood | Bachelor + 18 | 16 |
| Melissa Hull | 1 st Grade | Early Childhood | Bachelor | 27 |
| Meg Stewart | 1 st Grade | Early Childhood | Bachelor | 1 |
| Joanna Potter | 1 st Grade | Early Childhood, Elementary | Bachelor + 18 | 19 |
| Karen Rigney | 1 st Grade | Early Childhood | Bachelor | 21 |
| Bethany Whalen | 1 st Grade | Early Childhood | Masters | 9 |
| SECOND GRADE | | | | |
| Pamela Baldwin | 2 nd Grade | Elementary; Middle Level ELA; Middle Level Social Studies | Bachelor + 18 | 33 |
| Brandy Bishop | 2 nd Grade | Elementary | Masters | 9 |
| April Henderson | 2 nd Grade | Early Childhood | Bachelor | 16 |

| | | | | |
|------------------------------|-----------------------|---|--------------|----|
| Erin Daniel | 2 nd Grade | Elementary; Guidance Elementary | Masters | 7 |
| Lauren Hatch | 2 nd Grade | Elementary, Early Childhood | Masters | 10 |
| Colleen Grover | 2 nd Grade | Elementary | Bachelor | 2 |
| THIRD GRADE | | | | |
| Alana Gray | 3 rd Grade | Elementary | Bachelor | 8 |
| Sandra Grier | 3 rd Grade | Elementary | Masters + 30 | 25 |
| Angela Johnson | 3 rd Grade | Early Childhood | Masters | 10 |
| Marian Magee | 3 rd Grade | Early Childhood | Masters + 30 | 24 |
| Joshua Baldwin | 3 rd Grade | Elementary | Bachelor | 1 |
| FOURTH GRADE | | | | |
| Kristan Alewine | 4 th Grade | Elementary | Bachelor | 3 |
| Cristina Garcia | 3 rd Grade | Elementary | Bachelor | 2 |
| David Field | 4 th Grade | Elementary, ESOL | Masters | 14 |
| Simone Zickos | 4 th Grade | Elementary | Elementary | 1 |
| Michelle Monroe | 4 th Grade | Elementary | Bachelor | 3 |
| | | | | |
| FIFTH GRADE | | | | |
| Valerie Gamble | 5 th Grade | Elementary | Doctorate | 24 |
| Ida Stewart | 5 th Grade | Elementary | Masters | 21 |
| Stephanie Duncan | 5 th Grade | Elementary Supervision, Principal, Learning Disabilities, EDM, TMD, Elementary | Masters | 13 |
| Janie Sutton | 5th Grade | Elementary | Bachelor | 35 |
| Candace Writght | 5 th Grade | Elementary | Bachelor | 2 |
| SPECIAL EDUCATION | | | | |
| Nicoyia Bradley | TMH/SC | Learning Disabilities; EdMental Disabilities | Masters | 8 |
| Linda Clark | Resource | Early Childhood, Learning Disabilities | Masters + 30 | 30 |
| Chad Poole | TMH/SC | Special Education Multi Categorical | Bachelor | 1 |
| | | | | |
| Carlena Gould | Resource | Elementary; Special Education Learning | Master | 3 |

| | | | | |
|------------------|--------|--|-----------|----|
| | | Disabilities | | |
| Rhonda Smith | EMH/SC | Special Education EMD, Elementary | Masters | 21 |
| Carolyn Ratcliff | TMH/SC | Special Education Multi Categorical, Sped Trainable Mentally Handicapped, Sped Mentally Handicapped, Learning Disabled | Masters | 28 |
| ESOL | | | | |
| Caridad Garcia | ESOL | Elementary, ESOL | Bachelors | 1 |

| | | | | |
|------------------------|---------------------------|---|------------------|----|
| SPECIALISTS | | | | |
| Elizabeth Bensusan | Literacy Coach | Elementary, Sped Ed. Multi Categorical, Spec Ed Early Childhood, Literacy Specialist | Masters | 1 |
| Kurt Blocher | Science Lab Teacher | Elementary, Masters in STEM, NBCT | Masters NBCT | 13 |
| Susan Baskin- Jones | Instructional Coach | Elementary, G&T Endorsement, Middle Level Science Certification | Masters, NBCT | 21 |
| Aman, Tamela | Math Interventionist | Elementary; Middle Level ELA; Middle Level Social Studies; ESOL; Early Childhood | Master | 14 |
| Diane Davis | Reading Coach | Elementary, Reading | Masters | 25 |
| Joyce Joy | Title I Facilitator | Science, Mathematics, Middle school Mathematics, Middle School Science | Masters + 30 | 40 |
| Arvie Bennett | PE | Physical Education | Masters | 9 |
| Mary Masse | Media Specialist | Library Science | Masters | 31 |
| Vanessa Norman | Guidance Counselor | Guidance, Elementary, Elementary Principal; Elementary Supervisor | Masters + 30 | 26 |
| Katrina Epps | Math Coach | Elementary | Masters | 17 |
| Lauren Runion | Art | Art | Bachelor + 18 | 16 |
| Victoria Gilbert | Music | Music Education/Choral, | Masters + 30 | 14 |

| | | | | |
|-----------------------|------------------------|--|------------------|----|
| | | Elementary Principal, Elementary Supervisor | | |
| Jennifer Brown | Magnet Science | Early Childhood, Elementary | Masters + 30 | 27 |
| Debbie Zachary | Interventionist | Elementary, Reading; Middle School ELA; Middle School Social Studies Reading Director/ Coordinator; G&T Endorsement | Masters | 36 |
| Keisha Brown | G&T | Elementary; G&T Endorsement | Master's NBCT | 19 |
| ADMINISTRATION | | | | |
| Nancy M. Brantley | Principal | Elementary, Administration & Supervision, English & History | Masters + 30 | 40 |
| Lakeisha Rainey | Assistant Principal | Elementary, Elementary Principal, Elementary Supervisor | Masters | 13 |

Teachers with Advanced Degrees – 58.0%

Continuing Contract Teachers – 82.0%

Teachers Returning from previous year – 91.1%

Teacher Attendance Rate – 95.1%

Student Population Data:

Our student body consists of 53.1% females and 46.9% males. During the 1980's, the closing of Overbrook Elementary and the reassignment of the students to East North Street made a significant change in the ethnic diversity of our school. Today our school provides a population that is rich in diversity. African American, Caucasian and Hispanic ethnic groups are represented in the student enrollment at East North Street Academy. Over the past 5 years, the ethnic composition of our student body has remained relatively stable with the primary ethnic group being African-American. The Hispanic population remains slightly greater than the Caucasian.

Ethnicity

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014 - 15 |
|----------|---------|---------|---------|---------|---------|-----------|
| White | 17% | 17% | 18% | 21% | 22% | 21% |
| Black | 58% | 57% | 51% | 47% | 48% | 47.00% |
| Hispanic | 21% | 26% | 25% | 25% | 24% | 24.00% |
| Other | 4% | 0% | 6% | 7% | 7% | 7.00% |
| | | | | | | |

Socio-Economic Status

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

| <i>Year</i> | <i>Free/Reduced Lunch Students</i> |
|----------------|------------------------------------|
| 2012-13 | 86% |
| 2013-14 | 84% |
| 2014-15 | 83% |

Mobility Rate

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

Transiency

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013 – 2014 | 2014-2015 |
|------------------|---------|---------|---------|---------|-------------|-----------|
| Other | 425 | 491 | 453 | 382 | 393 | 385 |
| Withdrawals | 114 | 83 | 148 | 198 | 205 | 207 |
| New Enrollees | 120 | 98 | 66 | 72 | 70 | 75 |
| Total Population | 659 | 672 | 667 | 652 | 668 | 667 |

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

Many efforts are being made by our Title I Facilitator, Parent Involvement Coordinator, our School Improvement Council, and our PTA to involve our parents. Parent trainings are offered during morning and evening hours to accommodate work schedules. Food is provided for many

family academic activities. Phone messages, flyers, car circle signs, class newsletters, and the school marquee are utilized to advertise school functions.

Student Population Data:

| <i>Year</i> | <i>Total Student Enrollment</i> |
|----------------|---------------------------------|
| 2012-13 | 653 |
| 2013-14 | 668 |
| 2014-15 | 667 |

First graders who attended full-day kindergarten – 100.0%
 Retention Rate – 2.4%
 Attendance Rate – 97.2%
 Served by Gifted and Talented Program 4.2%
 With disabilities other than speech – 15.3%
 Older than Usual for grade – 1.9%
 ESEA/Federal Accountability Rating System 94.3% = - A

Major Academic and Behavioral Features/programs/Initiatives:

2 – 15 cart portable computer labs (rolling wireless carts)
 2 Teaching Science Labs (1 Primary, 1 Intermediate)
 2 Incomputing Labs with 3 hosts; each host has 9 clients – Utilized by Math Coach & Reading Coach
 2 Laptop Labs: 1 Primary and 1 Intermediate
 96 Latitude 10s spread from 5K to 5th grade
 Xplorer's Club, After School Intervention Program for Math & Science with Roper Mtn.
 After School Program for Odyssey of the Mind (grades 3rd – 5th) – STEAM International Program
 After School Program on ENSA campus
 Bob Jones University Tutors
 Clemson University Partnership to support MOOTB
 Compass Learning Technology (also available at home)
 ELA Lab
 Exceptional Business Education Partnerships
 Full Time RTI Interventionist
 Gifted and Talented Program
 iPads in every classroom
 Magnet for Math & Science
 Math & Reading Specialist
 Math Competitions for Grades 3, 4, and 5
 Math Lab
 Michelin Challenge Education Partner with Michelin North America Headquarters
 Part Time Math Interventionist
 PBIS School Store
 Positive Behavior Intervention School (PBIS)
 Promethean Boards in every Classroom
 PTA Events: Spring Magnet Mania, Family Fun Nights, Parent Workshops
 Quarterly PRIDE Awards Program
 Safety Patrols
 Science and Math Integration across the Curriculum with Quarterly Rotations
 Student Council
 Math Club Sponsored by Michelin
 Junior Achievement
 Fountas & Pinnell Balanced Literacy Program in place
 Math out of the Box curriculum as support
 Professional Learning Communities: Horizontal Teacher Teams; Vertical Teacher Teams; Faculty Council
 Outdoor Classroom: Greenhouse; Gardens; Fruit Tree Orchard

Mission, Vision, Beliefs:

**ENSA:
Where
Excellence
Is Expected!**



Students explore the scientific process during Science Lab.

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

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

Mission Statement

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

Shared Vision

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



Our Mascot

Data Analysis & Needs Assessment:

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

PASS Writing – All Students:

| | 2012 | 2013 | 2014 |
|------------------|-------------|-------------|-------------|
| Exemplary | 37.9% | 30.6% | 37.8% |
| Met | 32.2% | 42.9% | 41.4% |
| Not Met | 29.9% | 26.5% | 20.7% |

PASS Reading:

| | 2012 | 2013 | 2014 |
|-------------------------|-------------|-------------|-------------|
| Exemplary | 41.6% | 49.0% | 41.9% |
| Met | 38.3% | 35.9% | 35.9% |
| Not Met | 20.2% | 15.1% | 22.2% |
| Mean Scale Score | 661.2 | 666.0 | 642.9 |

PASS Math:

| | 2012 | 2013 | 2014 |
|-------------------------|-------------|-------------|-------------|
| Exemplary | 37.4% | 37.6% | 39.9% |
| Met | 38.3% | 42.9% | 40.7% |
| Not Met | 35.2% | 19.6% | 19.4% |
| Mean Scale Score | 653.8 | 655.0 | 643.3 |

Percent (%) Tested on ELA & Math PASS:

| | ELA | Math |
|-------------|-------------|-------------|
| 2012 | 100% | 100% |
| 2013 | 100% | 100% |
| 2014 | 100% | 100% |

PASS Science:

| | 2012 | 2013 | 2014 |
|-------------------------|-------------|-------------|-------------|
| Exemplary | 16.6% | 19.3% | 22.4% |
| Met | 53% | 56.0% | 46.0% |
| Not Met | 30.5% | 24.7% | 31.7% |
| Mean Scale Score | 624.5 | 626.6 | 628.0 |

PASS Social Studies:

| | 2012 | 2013 | 2014 |
|-------------------------|--------------|--------------|--------------|
| Exemplary | 19.8% | 22.6% | 27.8% |
| Met | 51.9% | 50.6% | 48.5% |
| Not Met | 28.4% | 26.8% | 23.7% |
| Mean Scale Score | 626.7 | 630.3 | 634.9 |

ITBS:

| | 2012 – 2013 | 2013-2014 | 2014 - 2015 |
|--|--------------------|------------------|--------------------|
| Reading comprehension – Percentile Rank of Average SS: National Student Norms | 58 | 60 | 62 |
| Mathematics concepts – Percentile Rank of Average SS: National Student Norms | 35 | 37 | 57 |
| Mathematics Problems – Percentile Rank of Average SS: National Student Norms | 39 | 39 | 46 |

School Based Professional Development Calendar for School Year 2014-2015

**Principal: Nancy M. Brantley; Assistant Principal: Lakeshia Rainey;
Instructional Coach: Susan Baskin-Jones; Title I Facilitator: Joyce Joy**

| Title | Presenter | Description | Date | Time | Number Attended | Targeted Group | Correlation to School Goals |
|--|--|---|---------------------------------|-------------|-----------------|--|---|
| PLCs | | | | | | | |
| Faculty Council Meeting | Nancy Brantley (Principal) Lakeshia Rainey (AP) | Information may come from Leadership a Grade Level Chair and/or a mini PD to take back to share with the entire grade level | Every 1 st Wednesday | 3:00 – 4:30 | 50 | Grade Level Chairs + Leadership Team Members | Component of Professional Learning Communities ELA & Math Goal |
| Principal's Choice Meeting | Nancy Brantley (Principal) Lakeisha Rainey (AP) | Principal's Choice | Every 2 nd Wednesday | 3:00 – 4:15 | 50 | All Staff | Component of Professional Learning Communities ELA & Math Goal |
| Monthly Professional Development | Various | Various – spelled out below with dates and brief description | Every 3 rd Wednesday | 3:00 – 4:30 | 50 | All Staff | Component of Professional Learning Communities ELA & Math Goal |
| Vertical Team Meetings (Math, Science, ELA, Social Studies) 8/27/2014 9/24/2014 10/29/2014 12/3/2014 1/28/2015 | Members of Leadership Team, or other Teacher Leaders | Mini PDs are planned based on teacher needs as they arrive through horizontal, vertical, or Faculty Council discussions | Every 4 th Wednesday | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities ELA & Math Goals |

| | | | | | | | |
|--|-------------------------------------|---|---|-------------|----|--------------|---|
| 2/25/2015 3/25/2015 4/29/2015 5/20/2015 | | | | | | | |
| Horizontal Meetings | Coaches | Primary and Intermediate Teams Alternate Mondays. Each team meets with Math Coach and Reading Coach & Instructional Coach. 2 required meetings a month for Primary and 2 required meetings a month for Intermediate Teachers. | 2 Mondays – Alternating between Primary and Intermediate (schedule to follow below as the Horizontal Meetings are tied to the content of the Major PD for the month | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA & Math Goals |
| | | | | | | | |
| Primary ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Sharing from Mentor Training: How to use Text Sets Effectively in the classroom and the Purpose of Using a Name Chart in the primary grades. Taking a Look at Benchmarked Data and Learning how to use the data to inform our instruction | 9-29-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Intermediate Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | How to use common formative assessments to differentiate instruction in the regular education classroom. | 9-29-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Sharing from Mentor Training: How to use Text Sets Effectively in the classroom and the Purpose of Using a Name | 10-6-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |

| | | | | | | | |
|--|--|---|------------|-------------|----|--------------|--|
| | | Chart in the primary grades. Taking a Look at Benchmarked Data and Learning how to use the data to inform our instruction | | | | | |
| Primary Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | How to use common formative assessments to differentiate instruction in the regular education classroom. | 10-6-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| October PD | Gresham Brown Katrina Epps Diane Davis | Using Assessments to Assist in Differentiation. Will include a technology component as our title I technology facilitator will give instruction on using active expressions | 10-22-2013 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities and ELA + Math School Goals |
| | | | | | | | |
| Primary ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Working session where teachers will learn how to personalize their “My Atlas.” ELA * Reading | 10-27-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Intermediate Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | Working session where teachers will learn how to personalize their “My Atlas.” Math | 10-27-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Working session where teachers will learn how to personalize their “My Atlas.” ELA * Reading | 11-3-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Primary Math Horizontal Team Meetings | Katrina Epps and/or Leadership | Working session where teachers will learn how to personalize their “My | 11-3-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning |

| | Team | Atlas.” Math | | | | | Communities Math Goals |
|---|---|---|---------------|-------------|----|--------------|--|
| November PD | Gresham Brown Katrina Epps Diane Davis Leadership Team | Gresham Brown, Title I Technology Facilitator will show our staff some of the higher levels of functioning used to build units and collaboration at the grade level | 11-19 2014 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities and ELA + Math School Goals |
| Primary ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Exploration of Project Based Learning using ELA integrated into Social Studies or Science Content | 12-1-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Intermediate Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | Exploration of Project Based Learning using Mathematics with a “real world connection.” | 12-1-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Exploration of Project Based Learning using ELA integrated into Social Studies or Science Content | 12-8-2-14 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Primary Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | Exploration of Project Based Learning using Mathematics with a “real world connection.” | 12-8-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| December PD | Leadership Team | Using Menus and Rubrics to Enhance Project Based Learning. Gresham Brown, Title I Technology Facilitator, will give instruction using programs such as Photostory, Google Docs, | 12-10-2014 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities and ELA + Math School Goals |

| | | | | | | | |
|---|-------------------------------------|---|-----------|-------------|----|--------------|--|
| | | etc. | | | | | |
| | | | | | | | |
| Primary ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Primary teachers will closely examine recent Reading MAP data, and/or current Benchmarks, reading levels, etc. | 1-5-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Intermediate teachers will closely examine recent Reading MAP data, and/or current Benchmarks, reading levels, etc. | 1-12-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Primary Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | Intermediate teachers will examine Math MAP data, and current formative assessment data | 1-12-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| January PD | Leadership Team | Data Driven Instruction: A close look at MAP scores, benchmark assessments, and teacher collected data. How it fits together to drive instruction. Exploration of next steps to increase student achievement on PASS. | 1-21-2015 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities and ELA + Math School Goals |
| | | | | | | | |
| Primary ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Examining the structure of the F&P Writing Workshop | 1-26-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Intermediate Math Horizontal | Katrina Epps and/or | How to effectively use writing about | 1-26-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional |

| | | | | | | | |
|---|-------------------------------------|---|-----------|-------------|----|--------------|--|
| Team Meetings | Leadership Team | mathematics within the F&P Writing Workshop | | | | | Learning Communities Math Goals |
| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Examining the Structure of the F&P Writing Workshop | 2-2-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Primary Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | How to effectively use writing about mathematics within the F&P Writing Workshop | 2-2-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| February PD | Leadership Team | How to effective weave content from other disciplines into the Daily/Weekly Writing Workshop Structure. | 2-18-2015 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities and ELA + Math School Goals |
| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Examining the Structure of the F&P Writing Workshop | 2-2-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Primary Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | How to effectively use writing about mathematics within the F&P Writing Workshop | 2-2-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| February PD | Leadership Team | How to effective weave content from other disciplines into the Daily/Weekly Writing Workshop Structure. | 2-18-2015 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities and ELA + Math School Goals |

| | | | | | | | |
|--|-------------------------------------|---|-----------|-------------|----|--------------|--|
| Primary ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | How to drive instruction and review for standardized testing. | 3-23-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Intermediate Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | How to drive instruction and review for standardized testing. | 3-23-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | How to drive instruction and review for standardized testing. | 4-13-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Primary Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | How to drive instruction and review for standardized testing. | 4-13-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| April PD | Leadership Team | Technology Enhancement of PBL | 4-22-2015 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities and ELA + Math School Goals |
| | | | | | | | |
| Primary ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | PBL in the Standards Based Reading Block | 4-27-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Intermediate Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | PBL in the Standards Based Math Curriculum | 4-27-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities |

| | | | | | | | |
|---|-------------------------------------|---|------------|-----------------|----|--------------------|--|
| | | | | | | | Math Goals |
| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | PBL in the Standards Based Reading Block | 5-11-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Primary Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | PBL in the Standards Based Math Curriculum | 5-11-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| May PD | Leadership Team | Showcase of PBL across all grade levels | 5-27-2015 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities and ELA + Math School Goals |
| | | | | | | | |
| Title I | Joyce Joy – Title I Facilitator | PASS Data Comparison & Needs Assessment | 8/12/-2014 | 9:00 – 11:00 AM | 60 | All Staff | Title I Requirement |
| | Joyce Joy – Title I Facilitator | 2014-2015 Requirement and Regulations of Title I | 9/3/2014 | 3:00 – 4:00 PM | 50 | All Staff | Title I Requirement |
| | Joyce Joy – Title I Facilitator | Home School Relationships and New Way to Calculate ESEA Data | 10/8/2014 | 3:00 – 5:00 PM | 50 | All Teaching Staff | Title I Requirement |
| | Joyce Joy – Title I Facilitator | Data Driven Instructional Strategies Based on Winter MAP Scores | 1/22/2015 | 3:00 – 5:00 | 50 | All Teaching Staff | Title I Requirement |
| | Joyce Joy – Title I Facilitator | Presentation of the Title I Plan for 2015 - 2016 | 2/11/2015 | 3:00 – 5:00 | 50 | All Teaching Staff | Title I Requirement |
| | | | | | | | |

School Climate Needs Assessment:

| | 2012 | 2013 | 2014 |
|---|-------------|-------------|-------------|
| Student Attendance | 96.9% | 96.7% | 97.2% |
| Parents Satisfied with Learning Environment | 85.7% | 81% | 84.1% |
| Students Satisfied with Learning Environment | 82.5% | 79.4% | 80.3% |
| Teachers Satisfied with Learning Environment | 87.5% | 85.7% | 89.1% |
| Parents Who Indicated that Their Child Feels Safe at School | 85.7% | N/A | N/A |
| Students Who Feel Safe at School During the Day | 61.6% | N/A | N/A |
| Teachers that Feel Safe at School During the School Day | 96.0% | N/A | N/A |

*Not Available

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

| | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------|-----------------------------|----------------|----------------|----------------|
| School Projected | X | | | |
| School Actual | | | | |
| District Projected | X | | | |
| District Actual | | | | |

Baseline data to be established in 2014-15.

ACT ASPIRE ENGLISH

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

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

| | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------|-----------------------------|----------------|----------------|----------------|
| School Projected | X | | | |
| School Actual | | | | |
| District Projected | X | | | |
| District Actual | | | | |

Baseline data to be established in 2014-15.

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

| | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------|-----------------------------|----------------|----------------|----------------|
| School Projected | X | | | |
| School Actual | | | | |
| District Projected | X | | | |
| District Actual | | | | |

Baseline data to be established in 2014-15.

ACT ASPIRE MATH

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

| | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------|-----------------------------|----------------|----------------|----------------|
| School Projected | X | | | |
| School Actual | | | | |
| District Projected | X | | | |
| District Actual | | | | |

Baseline data to be established in 2014-15.

ACT ASPIRE % TESTED

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

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

| % Tested ELA – School | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|----------------------------|---------------------|---------|---------|---------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | |
| All Students | | | | |
| Male | | | | |
| Female | | | | |
| White | | | | |
| African-American | | | | |
| Asian/Pacific Islander | | | | |
| Hispanic | | | | |
| American Indian/Alaskan | | | | |
| Disabled | | | | |
| Limited English Proficient | | | | |
| Subsidized Meals | | | | |

Baseline data to be established in 2014-15.

| % Tested ELA – District Grades 3-5 | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---|-----------------------------|----------------|----------------|----------------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | |
| All Students | | | | |
| Male | | | | |
| Female | | | | |
| White | | | | |
| African-American | | | | |
| Asian/Pacific Islander | | | | |
| Hispanic | | | | |
| American Indian/Alaskan | | | | |
| Disabled | | | | |
| Limited English Proficient | | | | |
| Subsidized Meals | | | | |

Baseline data to be established in 2014-15.

| % Tested Math – School | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------------------------|-----------------------------|----------------|----------------|----------------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | |
| All Students | | | | |
| Male | | | | |
| Female | | | | |
| White | | | | |
| African-American | | | | |
| Asian/Pacific Islander | | | | |
| Hispanic | | | | |
| American Indian/Alaskan | | | | |
| Disabled | | | | |
| Limited English Proficient | | | | |
| Subsidized Meals | | | | |

Baseline data to be established in 2014-15.

| % Tested Math – District – Grades 3-5 | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--|-----------------------------|----------------|----------------|----------------|
| Projected Performance | 95.0 | 95.0 | 95.0 | 95.0 |
| Actual Performance | | | | |
| All Students | | | | |
| Male | | | | |
| Female | | | | |
| White | | | | |
| African-American | | | | |
| Asian/Pacific Islander | | | | |
| Hispanic | | | | |
| American Indian/Alaskan | | | | |
| Disabled | | | | |
| Limited English Proficient | | | | |
| Subsidized Meals | | | | |

Baseline data to be established in 2014-15.

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

| | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------|-----------------------------|----------------|----------------|----------------|
| School Projected | X | | | |
| School Actual | | | | |
| District Projected | X | | | |
| District Actual | | | | |

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

SCPASS SOCIAL STUDIES

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

| | Baseline 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------|-----------------------------|----------------|----------------|----------------|
| School Projected | X | | | |
| School Actual | | | | |
| District Projected | X | | | |
| District Actual | | | | |

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

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

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

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

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

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

| Reading | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| School Projected Performance | 50 th percentile | 50 th percentile | 50 th percentile | 50 th percentile |
| School Actual Performance | 53 rd percentile | | | |

Fall 2014 students began taking a new form of the ITBS

| Mathematics | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| School Projected Performance | 50 th percentile | 50 th percentile | 50 th percentile | 50 th percentile |
| School Actual Performance | 56 th percentile | | | |

Fall 2014 students began taking a new form of the ITBS

| Reading | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| District Projected Performance | 50 th percentile | 50 th percentile | 50 th percentile | 50 th percentile |
| District Actual Performance | 60 th percentile | | | |

Fall 2014 students began taking a new form of the ITBS

| Mathematics | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| District Projected Performance | 50 th percentile | 50 th percentile | 50 th percentile | 50 th percentile |
| District Actual Performance | 52 nd percentile | | | |

Fall 2014 students began taking a new form of the ITBS

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

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL:

ANNUAL OBJECTIVE:

DATA SOURCE(S):

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



Professional Development Plan 2014 - 2015 East North Street Academy of Math & Science

Nancy Brantley - Principal

| Title | Presenter | Description | Date | Time | Number Attended | Targeted Group | Correlation to School Goals |
|--|--|---|---------------------------------|-------------|-----------------|--|--|
| PLCs | | | | | | | |
| Faculty Council Meeting | Nancy Brantley (Principal) Lakeshia Rainey (AP) | Information may come from Leadership a Grade Level Chair and/or a mini PD to take back to share with the entire grade level | Every 1 st Wednesday | 3:00 – 4:30 | 50 | Grade Level Chairs + Leadership Team Members | Component of Professional Learning Communities ELA & Math Goal |
| Principal's Choice Meeting | Nancy Brantley (Principal) Lakeisha Rainey (AP) | Principal's Choice | Every 2 nd Wednesday | 3:00 – 4:15 | 50 | All Staff | Component of Professional Learning Communities ELA & Math Goal |
| Monthly Professional Development | Various | Various – spelled out below with dates and brief description | Every 3 rd Wednesday | 3:00 – 4:30 | 50 | All Staff | Component of Professional Learning Communities ELA & Math Goal |
| Vertical Team Meetings (Math, Science, ELA, Social Studies) 8/27/2014 9/24/2014 10/29/2014 12/3/2014 1/28/2015 2/25/2015 3/25/2015 4/29/2015 5/20/2015 | Members of Leadership Team, or other Teacher Leaders | Mini PDs are planned based on teacher needs as they arrive through horizontal, vertical, or Faculty Council discussions | Every 4 th Wednesday | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities ELA & Math Goals |

| | | | | | | | |
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| Horizontal Meetings | Coaches | Primary and Intermediate Teams Alternate Mondays. Each team meets with Math Coach and Reading Coach & Instructional Coach. 2 required meetings a month for Primary and 2 required meetings a month for Intermediate Teachers. | 2 Mondays – Alternating between Primary and Intermediate (schedule to follow below as the Horizontal Meetings are tied to the content of the Major PD for the month | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA & Math Goals |
| Primary ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Sharing from Mentor Training: How to use Text Sets Effectively in the classroom and the Purpose of Using a Name Chart in the primary grades. Taking a Look at Benchmarked Data and Learning how to use the data to inform our instruction | 9-29-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Intermediate Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | How to use common formative assessments to differentiate instruction in the regular education classroom. | 9-29-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Sharing from Mentor Training: How to use Text Sets Effectively in the classroom and the Purpose of Using a Name Chart in the primary grades. Taking a Look at Benchmarked Data and Learning how to use the data to inform our instruction | 10-6-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |

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| Primary Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | How to use common formative assessments to differentiate instruction in the regular education classroom. | 10-6-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| October PD | Gresham Brown Katrina Epps Diane Davis | Using Assessments to Assist in Differentiation. Will include a technology component as our title I technology facilitator will give instruction on using active expressions | 10-22-2013 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities and ELA + Math School Goals |
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| Primary ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Working session where teachers will learn how to personalize their “My Atlas.” ELA * Reading | 10-27-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Intermediate Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | Working session where teachers will learn how to personalize their “My Atlas.” Math | 10-27-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Working session where teachers will learn how to personalize their “My Atlas.” ELA * Reading | 11-3-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Primary Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | Working session where teachers will learn how to personalize their “My Atlas.” Math | 11-3-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| November PD | Gresham Brown Katrina Epps | Gresham Brown, Title I Technology Facilitator will | 11-19 2014 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional |

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| | Diane Davis Leadership Team | show our staff some of the higher levels of functioning used to build units and collaboration at the grade level | | | | | Learning Communities and ELA + Math School Goals |
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| Primary ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Exploration of Project Based Learning using ELA integrated into Social Studies or Science Content | 12-1-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Intermediate Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | Exploration of Project Based Learning using Mathematics with a “real world connection.” | 12-1-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Exploration of Project Based Learning using ELA integrated into Social Studies or Science Content | 12-8-2-14 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Primary Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | Exploration of Project Based Learning using Mathematics with a “real world connection.” | 12-8-2014 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| December PD | Leadership Team | Using Menus and Rubrics to Enhance Project Based Learning. Gresham Brown, Title I Technology Facilitator, will give instruction using programs such as Photostory, Google Docs, etc. | 12-10-2014 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities and ELA + Math School Goals |
| Primary ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Primary teachers will closely examine recent Reading MAP data, and/or current | 1-5-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning |

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| | | Benchmarks, reading levels, etc. | | | | | Communities ELA Goals |
| Intermediate Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | Intermediate teachers will examine Math MAP data, and current formative assessment data | 1-5-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Intermediate teachers will closely examine recent Reading MAP data, and/or current Benchmarks, reading levels, etc. | 1-12-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Primary Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | Intermediate teachers will examine Math MAP data, and current formative assessment data | 1-12-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| January PD | Leadership Team | Data Driven Instruction: A close look at MAP scores, benchmark assessments, and teacher collected data. How it fits together to drive instruction. Exploration of next steps to increase student achievement on PASS. | 1-21-2015 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities and ELA + Math School Goals |
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| Primary ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Examining the structure of the F&P Writing Workshop | 1-26-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Intermediate Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | How to effectively use writing about mathematics within the F&P Writing Workshop | 1-26-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities |

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| | | | | | | | Math Goals |
| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | Examining the Structure of the F&P Writing Workshop | 2-2-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |

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| Primary Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | How to effectively use writing about mathematics within the F&P Writing Workshop | 2-2-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
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| February PD | Leadership Team | How to effectively weave content from other disciplines into the Daily/Weekly Writing Workshop Structure. | 2-18-2015 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities and ELA + Math School Goals |
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| Primary ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | PBL in the Standards Based Reading Block | 2-23-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
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| Intermediate Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | PBL in the Standards Based Math Curriculum | 2-23-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
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| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | PBL in the Standards Based Reading Block | 3-2-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
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| Primary Math | Katrina Epps | PBL in the Standards Based | 3-2-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of |
|---------------------|--------------|----------------------------|----------|-------------|----|--------------|--------------|

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| Horizontal Team Meetings | and/or Leadership Team | Math Curriculum | | | | | Professional Learning Communities Math Goals |
| March PD | Leadership Team | Presentation of 1 st and 5 th Grade Projects | 3-18-2015 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities and ELA + Math School Goals |

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| Primary ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | How to drive instruction and review for standardized testing. | 3-23-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Intermediate Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | How to drive instruction and review for standardized testing. | 3-23-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | How to drive instruction and review for standardized testing. | 4-13-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
| Primary Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | How to drive instruction and review for standardized testing. | 4-13-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| April PD | Leadership Team | Technology Enhancement of PBL | 4-22-2015 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning Communities and ELA + Math School Goals |

| Primary ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | PBL in the Standards Based Reading Block | 4-27-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |
|---|---|---|------------------|--------------------|-----------|---------------------|---|
| Intermediate Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | PBL in the Standards Based Math Curriculum | 4-27-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| Intermediate ELA Horizontal Team Meetings | Diane Davis and/or Leadership Team | PBL in the Standards Based Reading Block | 5-11-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities ELA Goals |

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|--|--|---|------------------|--------------------|-----------|---------------------|--|
| Primary Math Horizontal Team Meetings | Katrina Epps and/or Leadership Team | PBL in the Standards Based Math Curriculum | 5-11-2015 | 3:00 – 4:15 | 50 | All Teachers | Component of Professional Learning Communities Math Goals |
| May PD | Leadership Team | Showcase of PBL across all grade levels | 5-27-2015 | 3:00 – 4:30 | 50 | All Teachers | Component of Professional Learning |

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| | | | | | | | Communities and ELA + Math School Goals |
| Title I | Joyce Joy – Title I Facilitator | PASS Data Comparison & Needs Assessment | 8/12/-2014 | 9:00 – 11:00 AM | 60 | All Staff | Title I Requirement |
| | Joyce Joy – Title I Facilitator | 2014-2015 Requirement and Regulations of Title I | 9/3/2014 | 3:00 – 4:00 PM | 50 | All Staff | Title I Requirement |
| | Joyce Joy – Title I Facilitator | Home School Relationships and New Way to Calculate ESEA Data | 10/8/2014 | 3:00 – 5:00 PM | 50 | All Teaching Staff | Title I Requirement |
| | Joyce Joy – Title I Facilitator | Data Driven Instructional Strategies Based on Winter MAP Scores | 1/22/2015 | 3:00 – 5:00 | 50 | All Teaching Staff | Title I Requirement |
| | Joyce Joy – Title I Facilitator | Presentation of the Title I Plan for 2015 - 2016 | 2/11/2015 | 3:00 – 5:00 | 50 | All Teaching Staff | Title I Requirement |
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Note: The checklist calls for a Professional Development Calendar for the school year 2015/2016. However, there have been so many changes in our focus this past year due to the new test, Act/Aspire, we feel that it is a little premature to write a PD calendar for next year. GCSD is great about publishing their PD calendar before the end of the current school year. ENSA plans their PDs in tandem with the district plan so that everyone is on the same page. We hope to continue to support our teachers in the area of literacy and Common Core Strategies for mathematics. Because we are a math and science magnet, we are working towards becoming a STEAM school. We also want to implement more project based learning based on the standards, not based on the project.

STUDENT ATTENDANCE

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

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

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

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

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| School Actual | 96.9 | 96.7 | 97.2 | | | | |
| District Projected | X | X | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |
| District Actual | 95.9 | 95.6 | 95.0 | | | | |

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from __85.7__% in 2012 to _91.0__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __1.0__ percentage point(s) annually parents who are satisfied with the learning environment.

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | | | | | |
| School Actual | 85.7 | 81.0 | 84.1 | | | | |
| District Projected | X | X | 89.0 | 89.5 | 90.0 | 90.5 | 91.0 |
| District Actual | 88.0* | 88.1 | 88.1 | | | | |

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from _82.5___% in 2012 to _85.5___% by 2018.

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

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | 83.1 | 83.7 | 84.3 | 84.9 | 85.5 |
| School Actual | 82.5 | 79.4 | 80.3 | | | | |
| District Projected (ES, MS, and HS) | X | X | 83.5 | 84.0 | 84.5 | 85.0 | 85.5 |
| District Actual (ES and MS) | 83.8 | 82.7 | 81.6 | | | | |

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from _87.5___% in 2012 to _94.5___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _1.4___ percentage point(s) annually teachers who are satisfied with the learning environment.

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | 88.9 | 90.3 | 91.7 | 93.1 | 94.5 |
| School Actual | 87.5 | 85.7 | 89.1 | | | | |
| District Projected | X | X | 92.5 | 93.0 | 93.5 | 94.0 | 94.5 |
| District Actual | 98.0 | 92.6 | 93.5 | | | | |

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 80.5 % in 2012 to 95.5 % by 2018.

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

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | 83.5 | 86.5 | 89.5 | 92.5 | 95.5 |
| School Actual | 80.5 | N/A | N/A | | | | |
| District Projected | X | X | 93.9 | 94.3 | 94.7 | 95.1 | 95.5 |
| District Actual | 93.5* | 92.8 | 93.1 | | | | |

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

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from _67.5___% in 2012 to _93.5___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _5.2___ percentage point(s) annually students who feel safe at school during the school day.

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | 72.7 | 77.9 | 83.1 | 88.3 | 93.5 |
| School Actual | 67.5 | N/A | N/A | | | | |
| District Projected | X | X | 91.9 | 92.3 | 92.7 | 93.1 | 93.5 |
| District Actual | 90.9 | 90.2 | 89.2 | | | | |

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from __92.0__% in 2012 to __98.5__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by _1.3___ percentage point(s) annually teachers who feel safe at school during the school day.

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

| | Baseline 2011-12 | Planning Year 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-----------------------|-----------------------------|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| School Projected | X | X | 93.3 | 94.6 | 95.9 | 97.2 | 98.5 |
| School Actual | 92.0 | N/A | N/A | | | | |
| District Projected | X | X | 98.5 | 98.5 | 98.5 | 98.5 | 98.5 |
| District Actual | 98.9 | 98.3 | 98.2 | | | | |

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

Link to 2013 – 2014 East North Street Academy's School Report Card

<https://ed.sc.gov/data/report-cards/2014/district.cfm?ID=2301>

Link to 2013-2014 ESEA (Federal Accountability Rating System)

<http://ed.sc.gov/data/esea/2014/school.cfm?SID=2301054>