



Ellen Woodside Elementary

Mimi Melehes-Principal

Greenville County School District

Burke Royster – Superintendent

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

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Ellen Woodside Elementary

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

Joe Rhodes		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mimi Melehes		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 9122 Augusta Rd. Pelzer, SC 29669

SCHOOL'S TELEPHONE: (864) 355-4900

PRINCIPAL'S E-MAIL ADDRESS: mmelehes@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	Mimi Melehes
2. TEACHER	Brittany Phillips
3. PARENT/GUARDIAN	Michelle McCleer
4. COMMUNITY MEMBER	Chris Lollis
5. SCHOOL IMPROVEMENT COUNCIL	Betty Thom
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>
ASSISSTANT PRINCIPAL	Shawn McCain
INSTRUCTIONAL COACH	Leah Sullivan
ELA ACTION TEAM CHAIR	Colleen Varda
MATH ACTION TEAM CHAIR	Bobbi Jo Tenke
SCIENCE ACTION TEAM CHAIR	Michelle Williams
S.S. ACTION TEAM CHAIR	Lyvonne Griffin
CLIMATE/GUIDANCE	Kyle Herr
FACULTY COUNCIL CHAIR	Leah Sullivan
TECHNOLOGY CHAIR	Lucy Tinsley

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 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.

Table of Contents

Introduction.....	9
Executive Summary.....	16
School Profile.....	27
Mission, Vision, and Beliefs.....	50
Data Analysis and Needs Assessment.....	53
Action Plan.....	70
Professional Development Plan.....	103
Appendix A.....	107



Introduction

This section includes:

Summary of Self Study Process

Stakeholder Involvement

The Ellen Woodside Elementary School Portfolio

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

The South Carolina Department of Education was granted a waiver in July 2012. This granted a waiver from several accountability requirements of the Elementary and Secondary Education Act (ESEA). The waiver allows SC schools to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place. This allows the state to determine if each school met the target or made progress toward the target. The analysis results in a letter grade for the school instead of a pass/fail rating. Ellen Woodside received a 76.4% (C) on the 2014 State Report Card. As defined by the State Report Card, a C rating can be defined as “performance meets the state’s expectations”. This rating is based on average number of students performing reaching the target set by the state on the Palmetto Assessment of State Standards (PASS) test. Ellen Woodside scored an Absolute Rating of Average and a Growth Rating of Average.

The school will monitor PASS data, ACT Aspire data, as well as use data from the Measures of Academic Progress Testing (MAP) through the NWEA. MAP, PASS, and ACT Aspire data will be used in the portfolio as well as for school, teacher, and student goals. PASS will be taken in May and ACT Aspire will be taken in April. With MAP testing, students will be assessed two times during the school year and monitored for meeting target growth. Strategic plan goals will be based on MAP results and trends for growth in previous school years. Kindergarten through first grade will also monitor reading progress with the AIMSweb progress monitoring used in the Response to Intervention Program. Students are benchmarked three times throughout the school

year and placed into small guided reading groups for more direct instruction in reading. Second through fifth graders are benchmarked using the Fountas and Pinnell reading program three times a year.

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
- Professional Development 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 year of assessments. 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.

Ellen Woodside Action Teams (Vertical Teams) 2014-2015

	Faculty Council/ Portfolio Team	Writing	Math	Science	SS	Reading
Kindergarten	Mitchell	O'Bryan Drummond	Mayfield Sherbert	Jefferies	Varn	Mitchell
First	Carroll	Carroll	Brock	Copeland	Hall	Phillips
Second	Kapousidis	Urso	Culbertson	Williams	Griffin Brinegar	Kapousidis
Third	Fant	Fant	Burgess	Mesardjian	McAfee	McAfee
Fourth	Sylvester	Knight	Sylvester	Bellinger		DeSantis
Fifth	Varda	Elrod	Clayton	Clayton		Varda
Related Arts	Herr	Lewis	Tarr	Couch	Herr	Tinsley
Special Ed.	Johnson	Hunt				
Staff	Williams Phillips					Cowart
Administration	Melehes McCain Sullivan					

Additional Leadership Opportunities

Technology	Staff Climate	Yearbook Committee	Events	CATCH Team
Sullivan	Herr	Johnson	Lewis	Couch
Tinsley	Williams	Jefferies	Hall	McCain
Brock	Elrod	Culbertson	Knight	Herr
Urso	Mesardjian	DeSantis	Clayton	Tenke
Cowart	Hunt	Varda	Tarr	Bear
Tarr	Mayfield	Sullivan	Fant	McAfee
Sylvester	Drummond	McCain	Varn	
Jefferies	Kapousidis	Sherbert	Brinegar	

Leadership Structure

Mrs. Mimi Melehes served her third year as Principal of Ellen Woodside during the 2014-2015 school year. Mrs. Melehes has prior experience as both an Administrative Assistant and as an Assistant Principal in the district. Mrs. She has experience as a special education teacher. Her leadership allows for more staff input in the decision-making process through Achievement Teams and Faculty Advisory Council. All stakeholders recognize that we need greater staff buy-in if decisions were to lead to substantial school improvement. The leadership team also feels a strength of our structure includes a common planning time for grade levels and the involvement of the Instructional Coach within the planning and organization of professional development. Mrs. Melehes uses information and input from the faculty to guide her leadership decisions as she serves in her role as principal.

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.

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 will be assigned to support grade level teams.

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:

Summary of the School Profile

Mission, Vision, and Beliefs

Needs Assessment

Performance Goals

School Challenges

Accomplishments and Results

Executive Summary

Ellen Woodside Elementary, located on Highway 25 in the southeastern section of Greenville County, currently serves 652 students in grades 4K through fifth grade. Our present staff consists of a Principal, an Assistant Principal, one Instructional Coach, one Guidance Counselor, a school nurse, a Media Specialist, 27 classroom teachers, one self-contained kindergarten resource teacher, two full-time resource teachers, one part-time reading interventionist, one full-time speech therapist, a part time Challenge teacher, three full-time related arts teachers (art, music, physical education), one part time Literacy Specialist , one part time Computer Lab instructor, and one part-time ESOL teacher. One secretary and one full-time clerk keep our office running smoothly. Our support staff includes six paraprofessionals. Our cafeteria employs eight full-time workers. A custodial team of five members keeps our school operating in a clean and safe manner. Piedmont Mental Health has an office at Ellen Woodside to help assist families and students with their needs. Ellen Woodside also runs an Extended Day program which includes a director and two part-time employees.

Purpose

Our stakeholders met and determined that the purpose of Ellen Woodside Elementary School is to provide a quality education that encourages excellence in everything we do.

Mission

Our mission rests upon the foundation of our purpose, values, and beliefs. The mission of Ellen Woodside Elementary School, in partnership with families and community, is to “Encourage Excellence in Everything We Do.” The staff members of Ellen Woodside Elementary created the mission statement through use of Quality Tools.

Vision

The staff, parents, and select students of Ellen Woodside Elementary ranked their core values and beliefs. After careful study of these, the purpose and mission of the school were determined. It was decided that a succinct, short statement summarizing the vision would be stated using the tagline, “Educating Winners Everyday”.

Ellen Woodside Elementary School’s Tagline:

**Educating
Winners
Everyday**

Values and Beliefs

Initially staff members, parents, students, members of the community, and the School Improvement Council 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.

Needs Assessment

Student Achievement

Based on PASS results, students at Ellen Woodside fell below the district percentage of students in the met and exemplary category in writing by 1.8%. PASS results for ELA showed 74.9% of students scoring in the “Met” and “Exemplary” categories, which is 6.7% lower than the district actual. Students scoring lowest in ELA were those from the disabled population. The implementation of the Fountas and Pinnell reading program will aid in raising test scores for this population. Students will be taught reading in small, flexible groups based on their reading ability. Teachers will conference with individual students weekly, and students will read text independently on their level to increase reading fluency and comprehension.

For math, PASS results showed 69% of students scoring in the “Met” and “Exemplary” categories. This is 8.9 percentage points lower than that of the district actual. Students scoring lowest in this area were those from the disabled and African American populations. The lowest area school-wide was Numbers and Operations and Fractions. Teachers will work with the district math specialist to plan units and work on teaching strategies. Teachers will work with the Instructional Coach to increase their understanding of the Common Core Standards and how

classroom teaching should include higher-order thinking in mathematics. Teachers also attended professional development outside of the school to further enhance math instruction. Common Assessments will be used to track student achievement in the area of math throughout the school year. Teachers will use the data from these assessments to guide their instruction.

Science scores were the lowest in all grade levels. The percentage of students scoring “Met” and “Exemplary” on the PASS test was 66.3%. This is 9.2% lower than the district actual. Students from all populations scored low in this area. It is a great need for Ellen Woodside to target the science program being offered at the school. Teachers will receive training in the coming years to implement integrated science lessons that will increase inquiry skills and application of science concepts. Teachers will also be required to teach Science Lab weekly in order for students to participate in inquiry based, hands-on experiments. The Instructional Coach will work with the teachers to plan rigorous science lessons throughout the school year.

In the area of Social Studies, 78.1% of students scored in the “Met” and “Exemplary” categories. This is 2.7% lower than the district actual. The disabled population was the lowest scoring in this area.

Overall, the students scoring lowest on the PASS test in all content areas were the disabled population. In order to increase achievement for these students, Ellen Woodside has put into place a reading program which allows students to learn at their level and increase levels as the year progresses. The school has also implemented a special education inclusion program that allows the students to stay in the regular classroom while receiving individual, differentiated instruction from the special education teacher. This program was implemented during the 2012-2013 school year.

Professional Development

With the implementation of Common Core State Standards it is necessary that teachers are highly qualified and trained for their positions. Ellen Woodside teachers received Fountas and Pinnell training to fully implement the program during the 2011-2012 and 2012-2013 school years. This training was provided by Public Education Partners to help teachers raise reading achievement through the use of this Balanced Literacy program. Teachers attended professional development sessions to learn about math journaling and fact fluency activities. Teachers worked with both the district ELA and math specialist to learn more about Balanced Literacy and planning rigorous math instruction. Teachers have also worked with the Instructional Coach on a weekly basis to plan instruction and further their understanding of the reading model.

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 2013-2014 school year, the lowest area was parent satisfaction with school-home relations. The data showed that only 70.5% of parents were satisfied in this category. All other categories showed higher satisfaction. Teacher's reported 86.7% satisfaction with school to home relations. The highest area reported for all participants was satisfaction with social and physical environment.

Performance Goals

Student learning needs and desired results included:

- Raising the academic challenge and performance of each student.
- Provide school environment supportive of learning.
- Ensure quality personnel in all positions.

These goals are aligned with The School District of Greenville County's goals for education.

The following performance goals are included in Ellen Woodside's School Renewal Plan.

STUDENT ACHIEVEMENT

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

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

WRITING

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.

English

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.

READING

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.

MATH

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 math as measured by ACT Aspire.

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

% TESTED

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% of students and student subgroups tested on ACT Aspire.

SCIENCE

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).

SOCIAL STUDIES

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).

ITBS

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

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

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

PROFESSIONAL DEVELOPMENT

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Teachers will be trained to implement the Common Core State Standards in math and ELA.

ANNUAL OBJECTIVE: 100% of teachers will be trained in the implementation of CCSS in math and ELA.

DATA SOURCE(S): Professional Development Attendance points and hours

FIVE YEAR PERFORMANCE GOAL: Teachers will be trained to teach inquiry-based science lessons.

ANNUAL OBJECTIVE: 100% of teachers will be trained to plan and teach inquiry-based science lessons.

DATA SOURCE(S): Professional Development Attendance points and hours

CLIMATE

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

STUDENT ATTENDANCE

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

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

PARENT SATISFACTION-LEARNING ENVIRONMENT

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 92.3% in 2012 to 93.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2014-15, increase by 4.8 percentage point(s) annually parents who are satisfied with the learning environment.

STUDENT SATISFACTION-LEARNING ENVIRONMENT

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 90.4% in 2012 to 91.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2014-15, increase by 2.8 percentage point(s) annually students who are satisfied with the learning environment.

TEACHER SATISFACTION-LEARNING ENVIRONMENT

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2014-15, increase by 0 percentage point(s) annually teachers who are satisfied with the learning environment.

PARENT SATISFACTION-SAFETY

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 92.2% in 2012 to 95.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2014-15, increase by 1.8 percentage point(s) annually parents who indicate that their child feels safe at school.

STUDENT SATISFACTION-SAFETY

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 86.3% in 2012 to 93.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2014-15, increase by 3.9 percentage point(s) annually students who feel safe at school during the school day.

TEACHER SATISFACTION

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0 percentage point(s) annually teachers who feel safe at school during the school day.

Challenges:

Achievement Gaps have been identified between the

- Special Education Population
- African American students
- Science all students

Accomplishments:

Palmetto Silver Award

SACS Accreditation

United Way Campaign Award of Advancement

Safe Kids School Award

Michelin Challenge Education School

Baldrige School of Excellence

Trees Greenville Grant Recipient

First Tee National School Program

Family Connection of SC Grant

Red Carpet Award

District Energy Saver Award

Mentor Greenville



School Profile

This section includes:

Description of School Community

Report Card Summary

Ellen Woodside Elementary School

Ellen Woodside Elementary, located on Highway 25 in the southeastern section of Greenville County, currently serves 652 (March 20, 2015) students in grades 4K through fifth grade. Our present staff consists of a principal, an assistant principal, one instructional coach, one guidance counselor, a school nurse, a media specialist, 27 classroom teachers, one self-contained kindergarten resource teacher, two full-time resource teachers, one part-time reading interventionist, one part-time speech therapist, a part time Challenge teacher, three full-time related arts teachers (art, music, physical education), a part time Literacy Specialist, a part time Computer Lab instructor, and one part-time ESOL teacher. One secretary and one full time clerk keep our office running smoothly. Our support staff includes six paraprofessionals (kindergarten and LD/SC). Our cafeteria employs eight full time workers. A custodial team of five members keeps our school operating in a clean and safe manner. Piedmont Mental Health has an office at Ellen Woodside to help assist families and students with their needs. Ellen Woodside also runs an Extended Day program which includes two part-time employees.

Ellen Woodside Elementary is one of 53 elementary schools in the Greenville County School District. It is located in southern Greenville County. The school facility sits on a 16 acre lot. The area of the school building is approximately 95,000 square feet. To appreciate the rich heritage of Ellen Woodside Elementary, one must consider the many people who have touched the soul of our long lasting institution. People are the heart of Ellen Woodside and so, the people of our community, make up the important history of our school.

Ellen Woodside Elementary School

Ellen Woodside Elementary School is located in Pelzer, South Carolina. Pelzer has been a rural community for many years. However, the population of this community is changing. Many of our families live in small mobile home communities and older homes on large lots. Recently,

several housing developments have sprung up around the area with homes from the low \$80s to \$200,000s.

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. The mayor of Greenville is Knox White. Lisa Wells is currently the School Board representative for our area. Eric Bedingfield 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 population of the school's zoned area is approximately 12,500. The average age of the population in the area is 39. While the median family income of Greenville County residents is \$41,553 the average income in our community is \$35,252. The largest employers in our area are Flour, Greenville Memorial Hospital, Michelin Tire Corporation, General Electric, and 3M.

The construction of the Southern Connector, a toll road, provides easy access to surrounding cities. The addition of restaurants, gas stations, retail stores, and a new Food Lion grocery store has created more job opportunities for members of our community. In the near future we expect tremendous growth due to the recent construction of the ICAR - Auto Research Park.

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

Ellen Woodside has one K-4 teacher, five kindergarten teachers, 1 self-contained kindergarten resource teacher, five first grade teachers, five second grade teachers, four third grade teachers, four fourth grade teachers, and four fifth grade classroom teachers. Our staff includes a media specialist, one part-time Computer Lab instructor, one full-time special education resource teacher, one part-time special education resource teacher, one part-time Literacy Specialist, one part-time interventionist, one full-time interventionist, and one part-time speech-language pathologist. Other support personnel available to meet the needs of students include an Instructional Coach, a Guidance Counselor, a Related Arts team of three full-time teachers, a district psychologist, a contract school nurse, a part-time Challenge teacher, a mental health counselor, and a part-time ESOL teacher. An afterschool program employs a director and two part-time employees. Our staff also consists of five custodial staff members and nine cafeteria workers. Our current student enrollment is 652 students. This gives us a teacher / pupil ratio of 24.4: 1 (up from 21.98 in 2014).

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

Of the faculty, 85.3% are continuing contract teachers. This is up from 68.5% in 2014. Eight of these teachers have been at Ellen Woodside for 10 or more years. This school year, there are 28 classroom teachers. Teacher attendance rate for the 2013-2014 school year was 95.6%.

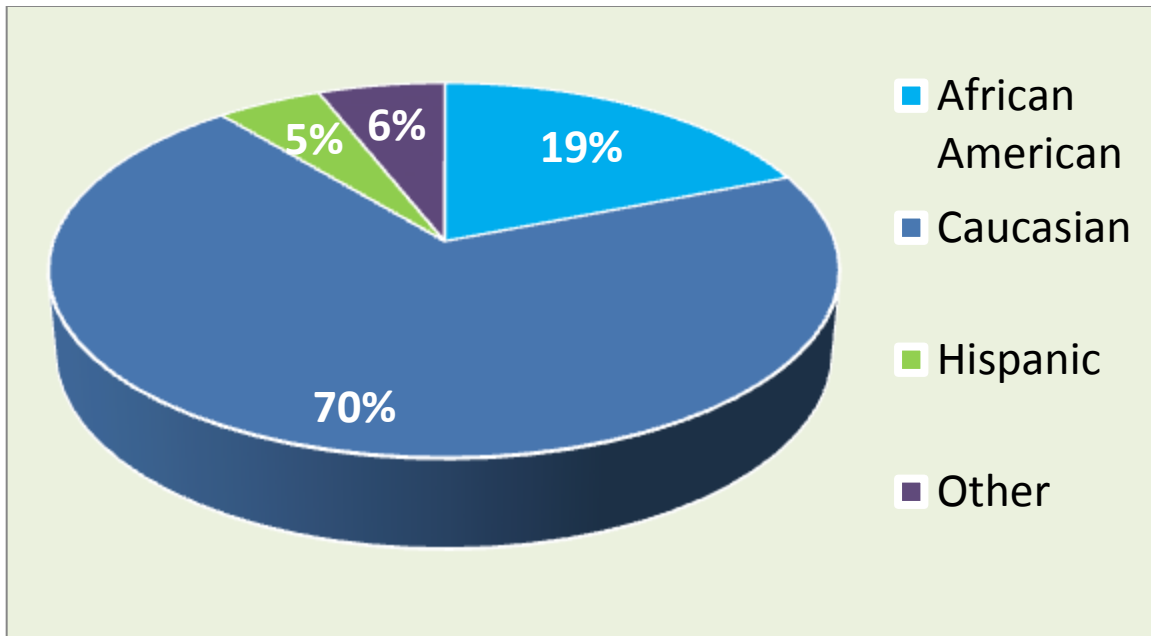
Of the teaching staff, 35.3% have obtained advanced degrees. All of our teachers are considered “Highly Qualified” as defined by the state. There are two first year induction teachers who will go through the PAS-T evaluation next year. One teacher is going through PAS-T evaluation during the 2015 school year to achieve Professional status. According to the 2014 state report

card, teachers spent an average of 9.0 days involved in professional development. Teachers are working in the summer and after school hours to receive professional development outside of the school day. The district offers many courses through the Summer Academy and the Upstate Technology Conference to help develop teachers in instructional best practices, behavior, and technology.

Student Population

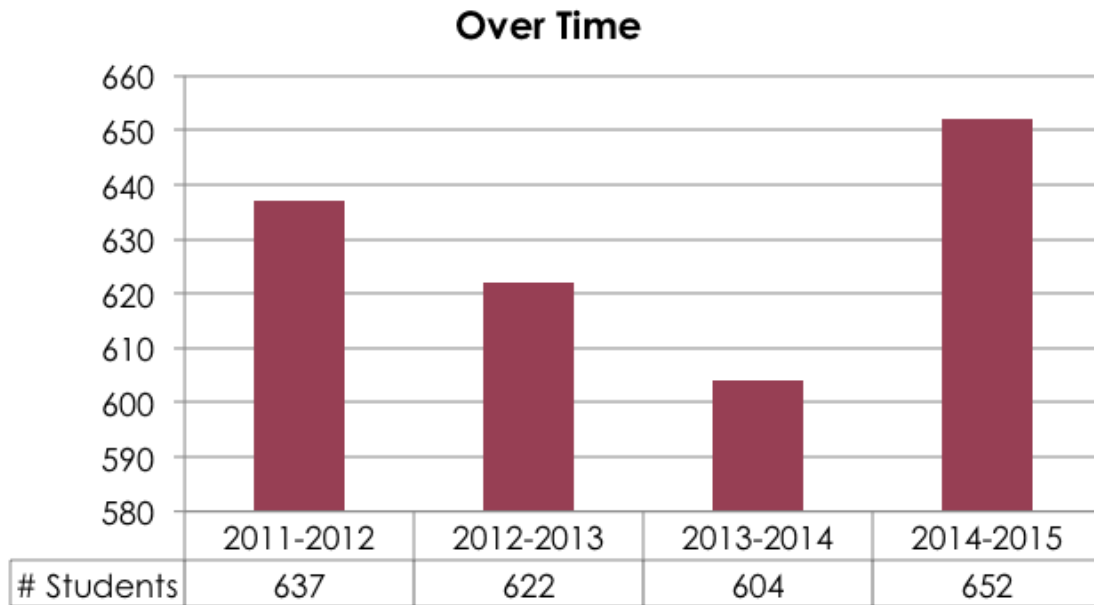
There are 652 students currently enrolled in Ellen Woodside Elementary School. The number of students in each grade level is fairly consistent year to year. The enrollment by grade level and ethnicity is charted below:

Grade	Total Enrollment	Caucasian	African American	Other
K4	20	12	2	6
K5	117	77	24	16
First	108	68	24	16
Second	108	79	15	14
Third	94	63	22	9
Fourth	101	63	26	12
Fifth	105	75	21	9
Total	652	437	134	81



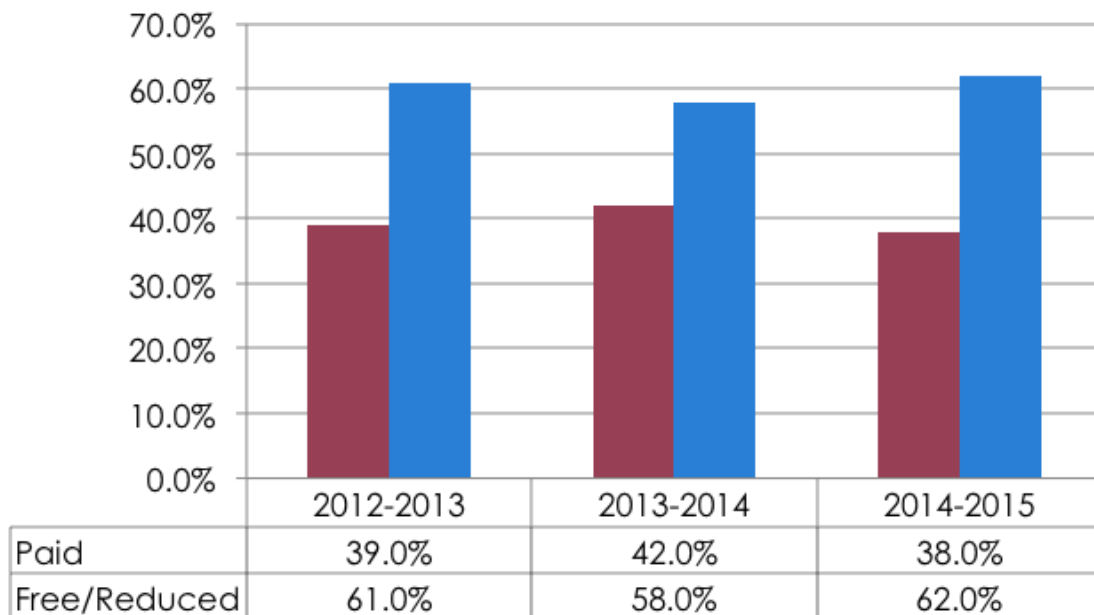
As shown on the graph above, Caucasian students make up 70% of the population at Ellen Woodside, African Americans make up 19% percent, and other ethnic backgrounds (including Hispanics, American Indians, Asian, and two or more races) make up 11% of the school population. The ratio between Caucasians and African-Americans had remained relatively constant over the years.

Enrollment Over- Time



Over the past four school years, our population has changed as shown in the bar graph above. Our population falls into three different groups; those who have been here continuously, those who were here in the past and have returned, and those who are new to the school. Due to the development of new neighborhoods in the community, we have experienced an increase in transient students during this school year. Due to the location of the school, many families who are zoned for Ellen Woodside are closer to other Greenville County schools. This impacts our school population because many families receive special permission to attend a closer school. Our numbers remain fairly stable when considering students leaving and students enrolling. Many of the students at Ellen Woodside Elementary come from lower income working class families. Last year (2013-2014) our free and reduced lunch program included 58% of the student body. Comparatively, we have 62% of students this year that receive subsidized meals. Free and reduced status has remained fairly consistent over time.

Lunch Status Over-Time



Student Services

Currently, Ellen Woodside has 32 students enrolled in the district Challenge program. This is over 10 % of the population of qualifying grade levels. Challenge is for students in third through fifth grades. Standardized test scores and national-normed tests are used to determine acceptance into this program.

The percentage of our students with disabilities other than speech is 4.3%. These disabilities include learning disabled, other health impairments, autism, and developmental delays. Services are provided through inclusion and pull out program for resource students.

Ellen Woodside Elementary Student Services (2014-2015)

Special Education Services

Developmentally Delayed	Male	4
	Female	0
Other Health Impaired	Male	2
	Female	0
Learning Disabilities	Male	12
	Female	9
Autism	Male	0
	Female	1
Speech	Male	18
	Female	14
Orthopedically Disabled	Male	0
	Female	0

Other Services

Challenge	Male	17
	Female	15
RTI	Male	43
	Female	19
ESOL	Male	13
	Female	11



Attendance Rate:

Our student attendance rate on the 2014 State Report Card was 96.4% for the 2013-2014 school year. This was up from 0.2 percentage points from 96.2% during the previous school year. The school is slightly higher than the district average of 95%. 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 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:

Student Council

Junior BETA

Safety Patrols

Morning News Show

Chorus

Michelin Lunch Buddies

Mentoring

KATS Tutoring Program

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

Riley Readers

Recorder Club

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

School Community

Our principal, Mrs. Mimi Melehes, is in her 17th year of education. Mrs. Melehes is in her third year as principal. She served as an Assistant Principal at East North Street Academy for four years and Administrative Assistant at Summit Drive Elementary for two years. She was a special education teacher for 8 years. Mr. Shawn McCain is serving as Ellen Woodside's Assistant

Principal. This is Mr. McCain's fourth year as an administrator and his 15th year in education.

Our Instructional Coach, Mrs. Leah Sullivan was a classroom teacher for 8 years and is currently in her third year in this position.

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

Local Community

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

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

Partnerships are described below.

- **Michelin North America:** Michelin tutors work with students on Compass Learning in our Computer Lab twice a week and mentors work with and develop relationships with students daily our school. Michelin volunteers also serve as "Lunch Buddies" to read with students. In return, our students compete in an Annual Black History Month essay contest. Winning essays are printed on Michelin calendars that are distributed throughout

- the community. We also will have a “Michelin Day” during Career Week to thank them for their dedication to our school.
- **South Greenville Fire Department:** Firefighters come to Ellen Woodside each week to read to classes and small groups from kindergarten through fifth grade. While here the firefighters are able to share fire safety tips and information with the students. By being a constant presence at Ellen Woodside the firefighters are able to develop positive relationships with the community and disseminate information pertinent to their mission.
 - **Eastside Kiwanis Club:** Kiwanis volunteers visit our school each nine weeks to present certificates, gift cards, t-shirts and bumper stickers to “Terrific Kids”. Volunteers have also worked our Fall Fling, helped in school beautification projects, donated money for coats for students, and cooked for various events at the school. In return Ellen Woodside promotes the club’s annual Pancake Breakfast and recognizes them in school newsletters.
 - **Ingles and Food Lion:** Local grocery stores donate snacks and gift cards to our school for PTA meetings and other gatherings. In return, the school encourages parents to shop at these stores by sending “Bonus Card” applications home with students at the beginning of each year. Our chorus has also performed at Grand Openings and holiday celebrations at the stores.
 - **Pleasantburg Rotary Club:** This chapter of the Rotary Club provides our third grade students with dictionaries each year. In return Ellen Woodside writes letters thanking club members and notes the contributions in school newsletters.
 - **Boy Scouts/Girl Scouts of America:** Scouting provides our students with exposure to positive values and activities that they might not otherwise come in contact with. EWE promotes these experiences by allowing Scouts to set up information tables at Meet the Teacher Night.
 - **Washington Baptist Church:** WBC provides a weekly after school gathering for students called the Good News Club. Students are provided snacks and character development through participation in this club. In return Ellen Woodside allows WBC to distribute information to the community concerning other programs that are being sponsored at the church such as Upward sports and church programs.
 - **Woodmont High School:** The students at Woodmont High School come for various events throughout the year such as Red Ribbon Week, PASS Pep Rallies, Accelerated Reader Celebrations, Flag Football and Field Day. The students in the WHS Drama Club presented a play for the intermediate grades. The school in turn promotes events at the high school such as sports and drama productions.
 - **The Riley Center:** Ellen Woodside is fortunate to have a K4 development center within walking distance. The Riley Center offers parent workshops in partnership with Strong Communities and our families are invited to attend. In return, Riley students use the Ellen Woodside Cafetorium for performances and tour the kindergarten classrooms in preparation for K5. This year, fourth and fifth grade students were asked to read to small groups of students on the Riley’s “I Love Reading” day.
 - **Oakpointe Church** Volunteers from Oakpointe Church work with Ellen Woodside to provide breakfast and duty free lunches for teachers.
 - **Ellen Woodside Buddy Program (Partnered with Mentor Greenville)** The mentoring program reaches out to our staff members, community members, and business partners, such as Michelin, to find mentors for students. A mentor is a caring, adult volunteer who is willing to come once a week to help our students succeed in school. Mentors work with teachers to help students develop strategies to have great success in school. During the

- “buddy session”, students share lunch, read books, and practice other academic skills with their mentors. Currently 10% of the student population is being served by a mentor.
- **Public Education Partners** Since 2012, PEP has sponsored a Free Book Fair for students at Ellen Woodside. PEP raises money each year to support summer reading. Students receive 12 free books to take home for the summer at the end of the school year. They are also invited to participate in free reading activities sponsored by PEP during the summer.

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.

Businesses have been generous with donations to our school. They are fully aware of Ellen Woodside’s vision. Our goal is to encourage more involvement and to create a reciprocal relationship between our school and the business community. We do provide publicity for these businesses through newsletters and the school web site. There are also articles of recognition sent to the local news associates. Events are held at partners’ locations to help raise funds for the school and bring in business for our supportive companies.

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

Partnership Plan

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

- Each fall, new parents and students are invited to meet the Principal, the teachers, and to tour our school.
- The school will conduct a *Meet the Teacher Night* before the first day of school and an *Open House* during the first nine weeks with groups from within the community having information available.
- Community members are invited to join us for lunch throughout the year.
- Community members are invited to join in celebrations of accomplishments of our school.
- Parents are kept informed of school activities through *Monday Memos*.
- Our school website is utilized as a means to inform parents of standards, assignments, current events, accomplishments, and school processes. This website is maintained and updated on a regular basis.
- Teachers will submit weekly classroom information to The Tribune Times, The Greenville News, Williamston Journal, and City People.
- We will maintain our *School Improvement Council (SIC)* by holding monthly meetings throughout the school year.

- *A Report to the Community* will be distributed mid-year to inform parents of test scores and progress of our school.
- Classroom Celebrations and Awards Ceremonies are held to showcase positive attributes of students and encourage parents to come to the school.
- PTA sponsored activities that involve our community partners include: Fall Fling, School Dances, Barrier Island Trip, the Fifth Grade Picnic, BETA Club Fieldtrips, Award Presentations, Accelerated Reader Parties, Muffins with Mom, Donuts for Dads, Talent Show, Teacher Appreciation Week, and the Volunteer Appreciation Banquet.
- Parent, teacher, and student conferences are required at the end of the first and third quarters of each school year.
- Grade level activities are encouraged that include parents visiting the classrooms and taking part in activities that enhance the curriculum. (ex. Math Night, Fitness Night, and 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: McDonald's, Chick-Fil-A, Dollar General Store, Pepsi, The Flower Box, Huff's Outdoor Power Equipment, Circle M Ranch, The UPS Store, Wal-Mart, Target, Office Depot, The Little Café in the Corner, and Piedmont Golf Course.

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

We provide publicity for all of these stakeholders through weekly newsletters, banners, and the school web site. We also send information on school events to the local news associates each week for publication.

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

Safety, Cleanliness, and Adequacy of School Facilities

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

Specific safety concerns regarding buildings and grounds at the school site are handled by the county maintenance department if they cannot be remedied by site custodians or utility workers

assigned to site duties. Our professional staff of five custodians performs basic cleaning operations in every classroom every day.

Other aspects of the school/district safety program include:

District safety committee and plan

School safety committee and policy procedures for handling emergencies

On-line Mandatory Safety Training

Safety guidelines

Maps, locators, and emergency forms

Shelter in place procedures / Crisis Response Team duties

AED Equipment

Emergency equipment and technology

Playground safety procedures and checklist

School Safety Policy and Procedures

Emergency communication procedures and phone list

Fire safety inspections

Campus supervision

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



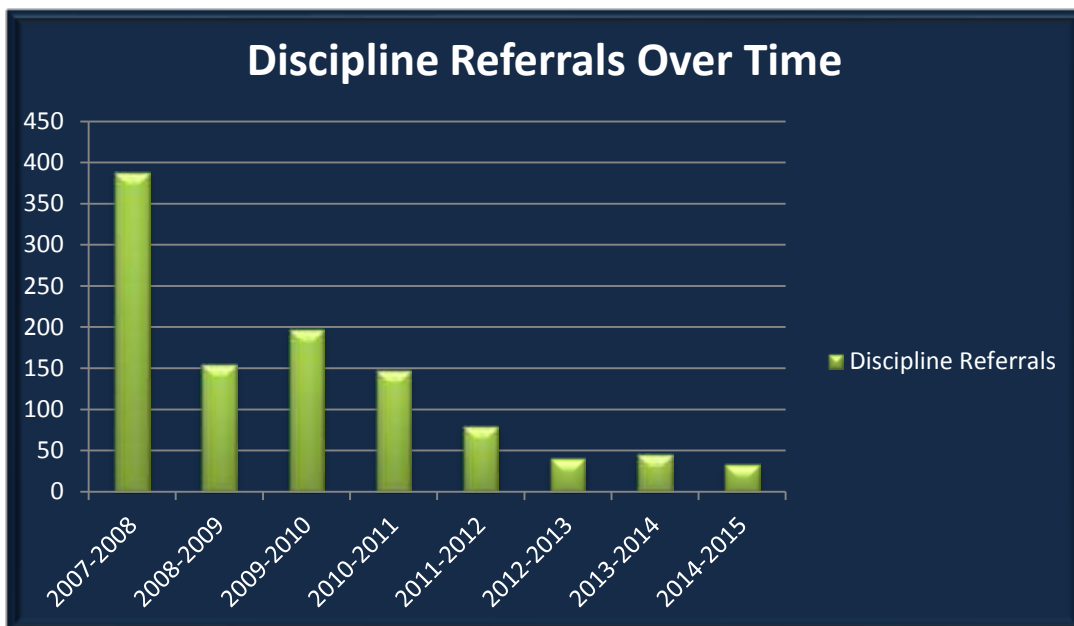
Classroom Discipline/ Learning Climate

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

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

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

appropriate behavior and show good character at all times because disruptions interfere with learning. The students are recognized on the morning show and by administration. Other information about school and classroom rules are distributed and discussed throughout the year. Discipline referrals in 2007-2008 totaled 388. After implementing the CHAMPS program in the 2008-2009, referrals dropped to 155. The number of referrals written in 2009-2010 equaled 197, but declined in 2010-2011 to 148 referrals. The majority of the referrals written in 2009-2010 were a result of bus incidents. The bus drivers have since been trained in CHAMPS to reduce this number of referrals. The number of referrals has continued to decline. During the 2014-2015 school year, 31 referrals have been given. Below is a graph of discipline referrals over time.



Students are expected to follow the expectations of a “Top Cat Student” and School-Wide consequences are established. These expectations are displayed in each classroom and throughout the school. Students are often rewarded for positive behavior through verbal praise, individual rewards, classroom celebrations, and character award recognition. Rewards are given by teachers and the administration.

Instructional Program

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

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

We use a variety of programs at Ellen Woodside Elementary to enhance the curriculum and to reach all students' learning styles. We are currently using the Houghton Mifflin series for Math instruction in combination with the district curriculum guides. For the 2013-2014 school year, all grade levels fully implemented the Common Core State Standards in math. In addition to the text our teachers use hands-on activities such as "Every Day Math Counts" and Math 4 Today. During the 2014-2015 school year, teachers have continued to learn about the CCSS for math to enhance their teaching in the classroom. They have worked with the district math specialist, Cathy Hale, throughout the school year to analyze current teaching methods and improve upon their math teaching. Teachers have also worked with the Instructional Coach during grade level meetings to analyze assessment data and collaboratively plan instruction based on the data collected. In Language Arts, our teachers are using a balanced literacy approach with an emphasis on integrating social studies and science with the Language Arts into the curriculum. Teachers use historical novels and various genres of writing to involve students in the learning process. In addition to guided reading materials, teachers use the Journeys program to plan ELA instruction. The series includes leveled readers that aid in the differentiation of instruction. Teachers learned and implemented the Four Square writing method to have writing consistency and common expectations across grade levels. The core social studies materials for primary

grades 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 AIMS Science Kits to meet the standards for science / health instruction. Rubicon Atlas is used by all teachers in all content areas to collaboratively plan rigorous instruction in all grade levels. Reinforcement is provided through the use of group and individual projects, field trips, guest speakers, and videos. Teachers use Compass Learning in the classroom and the Computer Lab to reinforce learning skills.

Language Arts

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

- A Balanced Literacy model of teaching language arts is currently being utilized throughout the school.
- The four-square writing method has been implemented in all grade levels and is being taught and used throughout the school in order to maintain rigorous writing expectations in all grade levels.
- Response to Intervention has been implemented in Kindergarten and first grade. Data is continuously monitored to measure growth in reading.
- Student progress in second through fifth grade is monitored through benchmarking using the Fountas and Pinell benchmarking system. Both reading fluency and comprehension are assessed.
- Resource students in fourth and fifth grades are serviced through the inclusion model.
- Writing has been integrated into all content areas and included in the Related Arts curriculum.

- Students are taking part in the Accelerated Reader program to improve comprehension skills.
- Student Data Notebooks are used to track progress.
- Teachers participate in Balanced Literacy training with the Instructional Coach.
- One primary teacher and one intermediate teacher attended the district's Literacy Mentor Initiative to become balanced literacy mentors at the school level.
- Writing is required in all curricular areas and rubrics are used to assess student work.
- Student writing portfolios are maintained as documentation of student growth.
- Teachers have attended state writing conferences and workshops.
- Student and faculty are displayed throughout our school.
- As part of our continuing staff development, teachers are reading current research to improve teaching methods.
- Staff members are trained in the Baldrige process to encourage student goal setting.
- The MAP test (Measure of Academic Progress) is administered to all 2nd, 3rd, 4th, and 5th grades students throughout the year. Some 1st grade students participated in MAP testing during the spring administration. Results are used to differentiate instruction.
- 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 textbook as a guide to mathematics in kindergarten through fifth grade in addition to district curriculum found on Rubicon Atlas. This program of

teaching math uses a systematic step-by-step approach to developing mathematics concepts and skills. The focus on problem solving and reasoning provides opportunities for students to demonstrate and apply their understanding. Integrated test preparation ensures that students will succeed on high-stakes state and district tests. As in Language Arts, our math curriculum is standards-based.

In addition to classroom instruction students are offered:

- Everyday Counts Calendar Math
- Use of manipulatives in math lessons (Available for check out from the teacher resource room)
- Math 4 Today spiral math reviews are used daily in all classrooms.
- Third, fourth, and fifth grade students complete weekly math reviews developed from CA data and teacher collaboration.
- Common Assessments are used in math to continuously track student achievement. Data collected from CAs is discussed during grade-level meetings to guide instruction.
- Reinforcement of math concepts in the Computer Lab
- Participation in the school-wide “Math Race” to master basic facts
- The staff is trained in Baldrige Quality Learning tools to aid in student goal setting.
- The MAP (Measure of Academic Performance) is administered to all 2nd, 3rd, 4th, and 5th grade students twice a year. Some 1st grade students participated in MAP testing during the spring administration. Results are used to differentiate instruction.
- Teachers have worked with the district math specialist to team plan math units that engage all learners.



Mission, Vision, and Beliefs

This section includes:

Mission
Values
Beliefs

Our stakeholders met and determined that the purpose of Ellen Woodside Elementary School is to provide a quality education that encourages excellence in everything we do.

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.

Mission

Our mission rests upon the foundation of our purpose, values, and beliefs.

The mission of Ellen Woodside Elementary School, in partnership with families and community, is to “Encourage Excellence in Everything We Do.” The staff members of Ellen Woodside Elementary created the mission statement through use of Quality Tools.

Vision

The staff, parents, and select students of Ellen Woodside Elementary ranked their core values and beliefs. After careful study of these, we then determined what the purpose and mission of the school should be. The staff was pleasantly surprised to learn that everyone shared the same basic beliefs and values and had the same vision for the school. It was decided that succinct, short statements summarizing the vision would be stated using the tagline, “Educating Winners Everyday (EWE), as an acronym to present this vision. The tagline is shared on the school website, Monday Memos, the principal’s newsletter, and displayed on the school marquee.



Data Analysis and Needs Assessment

This section includes:

Analysis of Student Achievement Outcomes

Analysis of Teacher Quality Outcomes

Analysis of School Climate Outcomes

Questionnaires

At the end of each school year, we administer state designed mandated surveys and use the results provided by the state to assess our climate at Ellen Woodside. As directed by the state, the surveys were administered to all teachers, fifth grade students, and their guardians. The results of this information 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. With the addition of the CHAMP program and a focus on student success, we hope to see the student survey results increase in satisfaction.

The results from our 2014 School Report Card are calculated below:

	Teachers	Students	Parents
Number of Surveys Returned	38	86	35
Satisfied with Learning Environment	100%	80.3%	74.3%
Satisfied with Social and Physical Environment	100%	77.9%	88.2%
Satisfied with Home-School Relations	86.9%	88.4%	70.5%

Student Learning

Teachers also 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. First and third grade teachers use this information to create flexible math groups based on mastery.

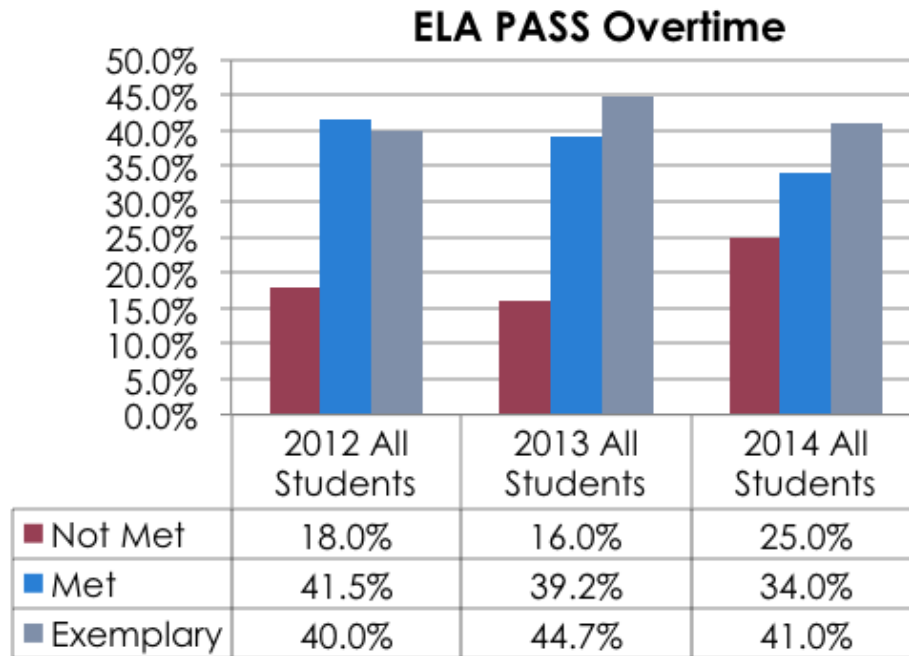
In addition to graded assignments teachers assess student performance and achievement through additional methods. Data notebooks are used for every student to help assess children through many Baldrige tools. Children set goals for themselves based on data kept within their data notebook. Our teachers also use writing portfolios of student work. These portfolios include writing samples that are assessed by the same rubric that is used in scoring the PASS. AIMSWeb 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 the MAP test. MAP stands for Measures of Academic Progress. This is a computerized program, which test the areas of math, language, and reading. The data is reported as “normative data” which means the score allows teachers to compare the student to other students nationally in that grade level. The students participate in this testing in the fall and the spring. The information teachers receive from this test helps with planning and instruction.

Students throughout Greenville County take mandatory standardized tests as a means to measure and compare the progress of schools, districts, and the state. Some of these tests are district sponsored while others are state sponsored. Kindergarteners and first graders are given report cards based on the SCRA (South Carolina Readiness Assessment). The SCRA began as a developmental checklist in which students are not given a numerical score. Results from this assessment are used as an indicator for success in school. Second grade students are given two district sponsored norm-referenced tests: the ITBS (Iowa Test of Basic Skills) and the Cog-AT (The Cognitive Abilities Test). The ITBS measures basic skills in reading, math, and language and the Cog-AT is designed to measure aptitude. Second grade students participate in Cog-At testing and ITBS testing in the fall. The purpose of these tests is to identify students for gifted and talented.

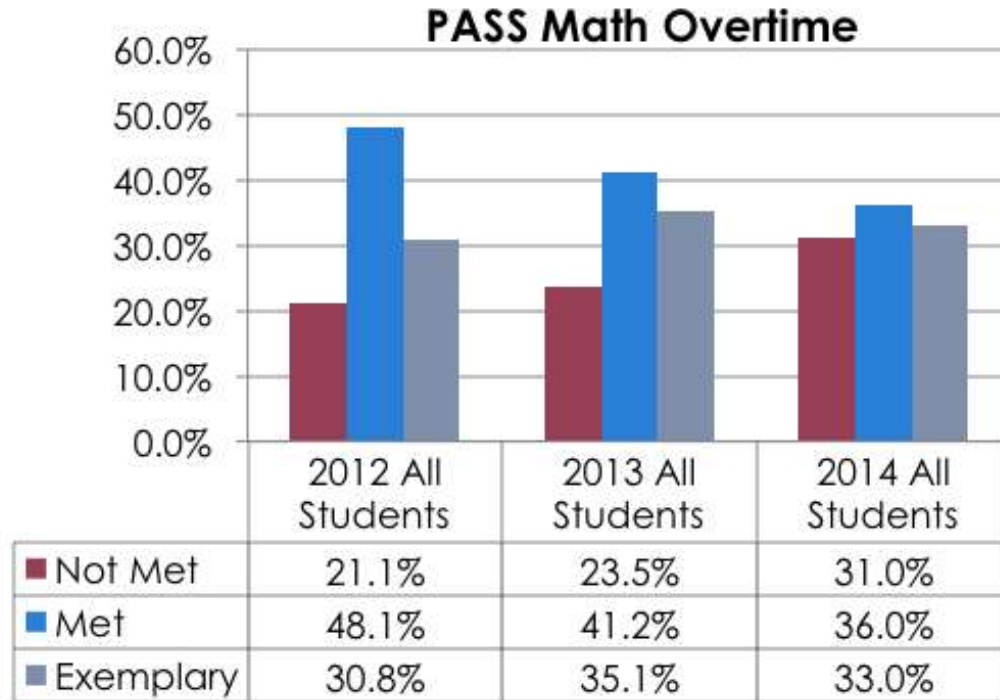
Disaggregated Achievement Results

Current PASS data, previous years' PASS data, MAP data, and ITBS 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 PASS scores.



Current PASS Data

Currently, we have three years of data to look at for the PASS test. From the previous year, we decreased in the “Met” category. A lower percentage of students scored “Not Met” in 2013 than in 2014. As we look at disaggregated data in future sections of the portfolio, we will be able to see more areas of need. We are able to see overall trends when looking at multiple years of PASS data. Data has been disaggregated farther to pinpoint areas we need to focus on further.



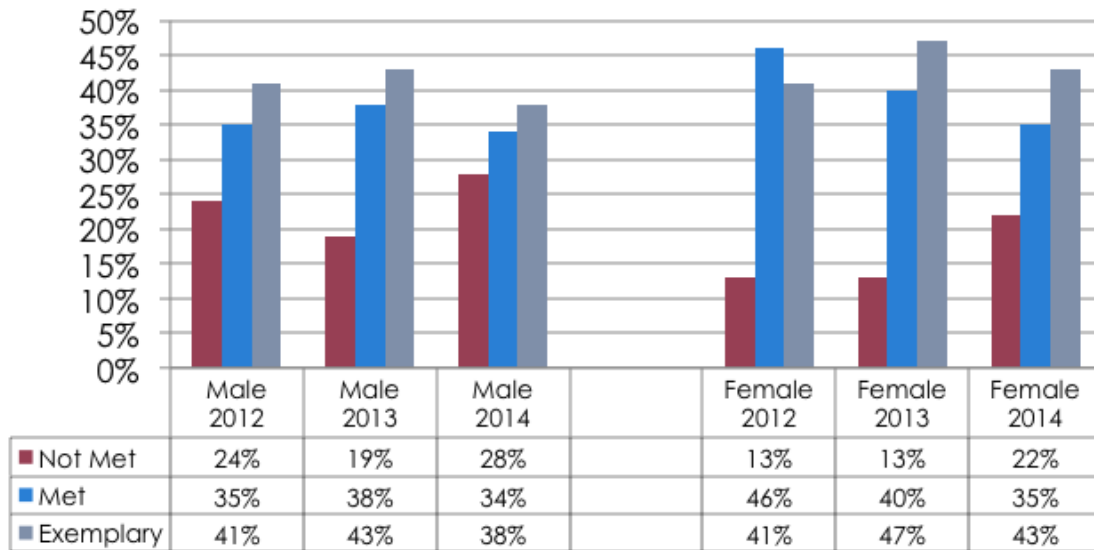
We have three years of data to look at for the math PASS test. In 2014, most the highest percentage of students scored in the “Met” category. However, this category decreased from 41.2% in 2013, to 36% in 2014. The “Not Met” category rose in 2014 from 23.5% to 31%. We look at disaggregated data in future 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.

Demographic Breakdown of Test Scores

In order to better understand the needs of our students, Action Teams look at test data over time broken down by a variety of demographic classifications. The following section shows the PASS results over the past three years.

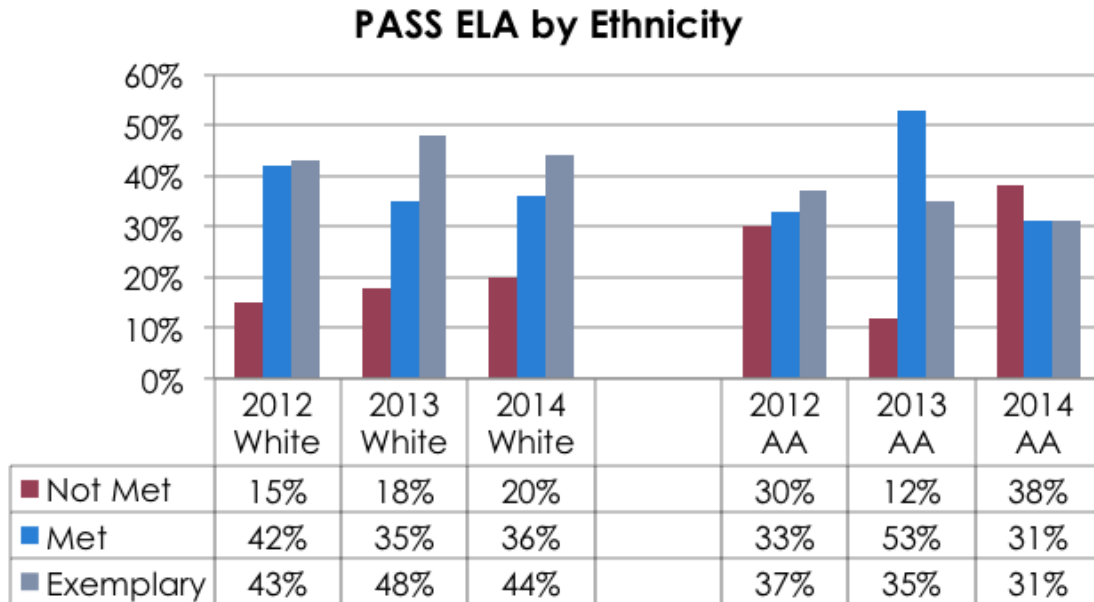
ELA Breakdown

PASS ELA by Gender



2012-2014 PASS ELA by Gender

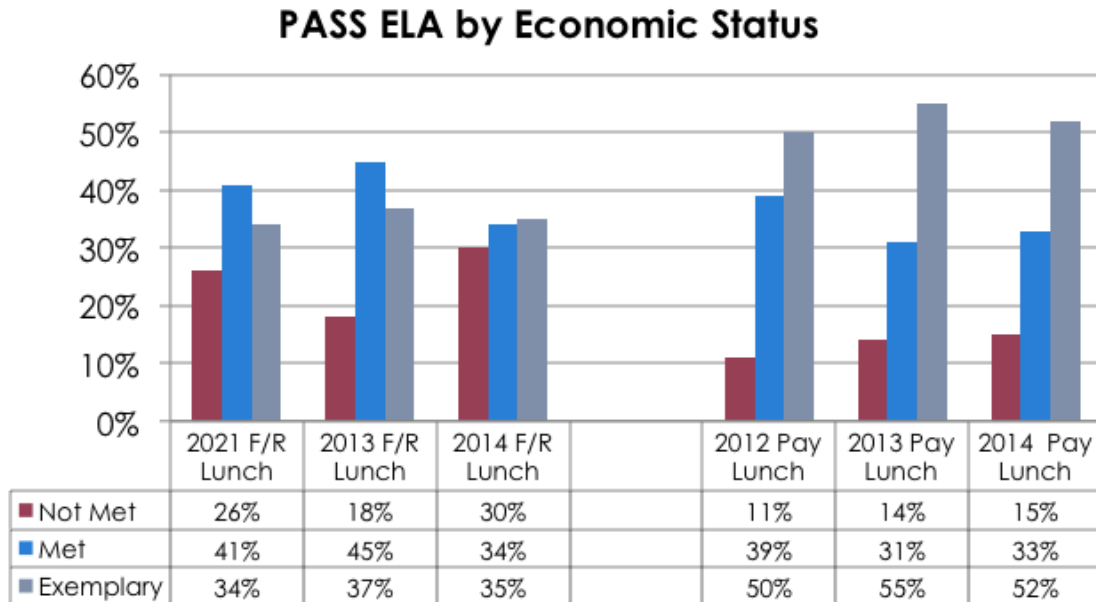
It is noted that females consistently scored higher than males when combining Met and Exemplary Scores. Females scored 6% higher than males in the “Exemplary” category in 2014. As we look to reach all students, we will address learning styles for males and females. The goal is to move more students, male and female, into the Met or Exemplary categories and keeping the percentage gap minimal.



2012-2014 PASS ELA by Ethnicity

Note: The other ethnicities did not have enough participants to measure a percentage.

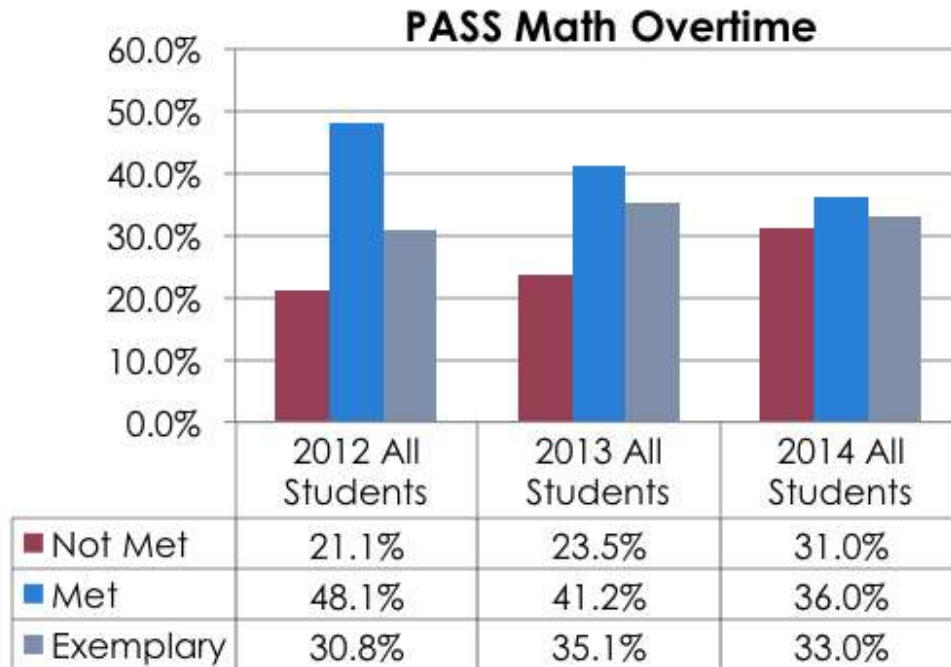
The data shows us that 80% of Caucasian students and 62% of African American students scored in the “Met” and “Exemplary” categories, in 2014. Compared to the 2013 scores, the number of Caucasian students decreased from 83% and the number of African American students decreased from 88%. In 2013, the number of African American students increased from 80% to 88%. Between the 2012 and 2013 school year, the gap was closing. The number of Hispanics is much smaller which will affect percentages. There were not enough Hispanic students to make a subgroup for 2014.



2012 - 2014 PASS by Economic Status:

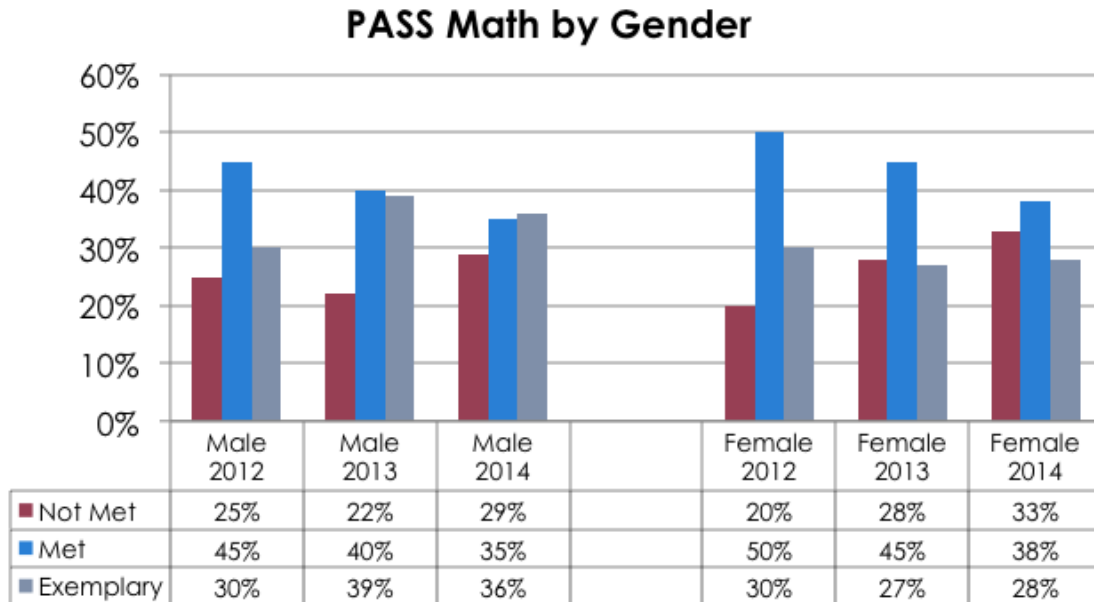
It is noted that students who pay for lunch scored higher than those who qualify for free or reduced lunch when combining “Met” and “Exemplary” scores. This is true for the last three testing years. In 2014, the percentage of students scoring “Met” and “Exemplary”, who are full-pay lunch was 16% higher than students who are free and reduced lunch in the Met and Exemplary categories. More full-pay students scored in the Exemplary category. As we look to reach all students, we will address student-centered instruction to make sure students are receiving what they need on an individual basis in the classroom.

MATH Breakdown



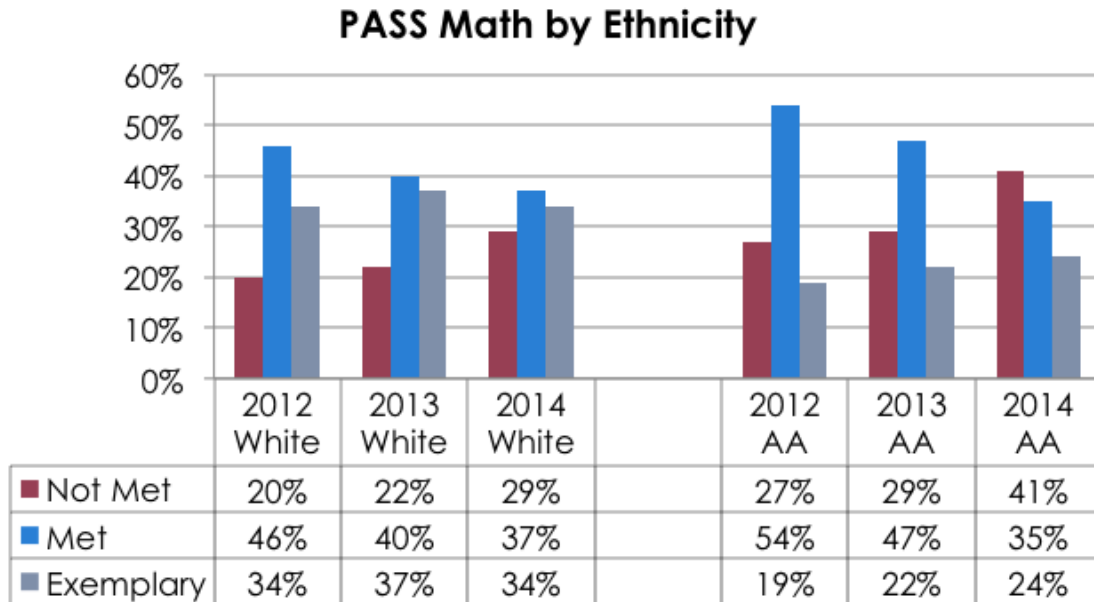
Current PASS Data

Currently, we have three years of data to look at for the PASS test. From the previous year, we decreased in the “Met” category by 5.2%. A higher percentage of students scored “Not Met” in 2014 than in 2013. As we look at the data in future sections of the portfolio, we will be able to see more areas of need. We are able to see overall trends when looking at multiple years of PASS data.



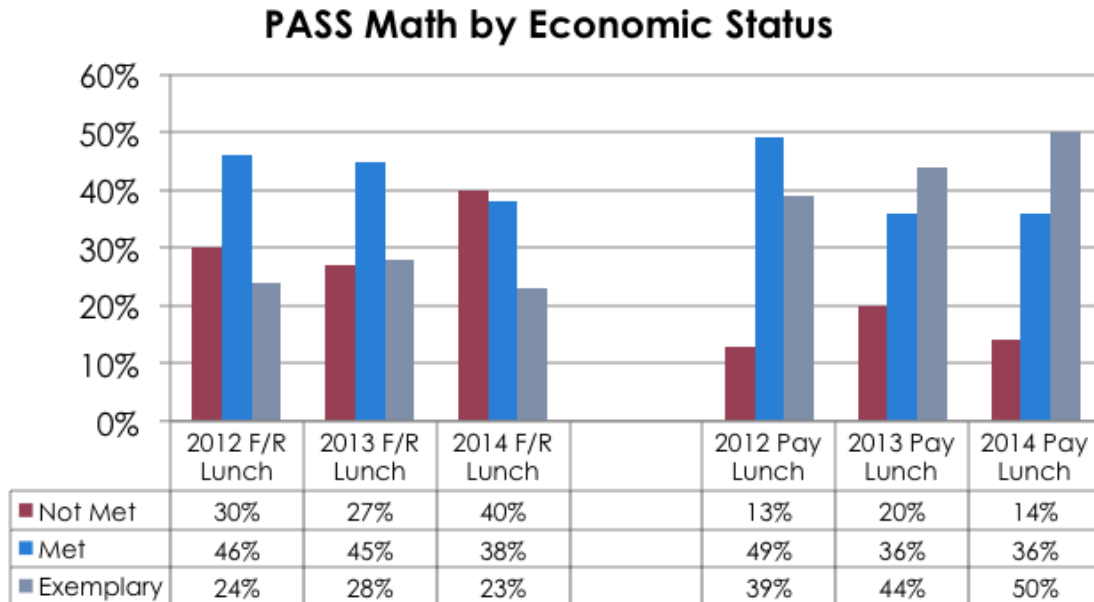
2012-2014 PASS Math by Gender:

When combining the Met and Exemplary scores, male scores in the “Met” and “Exemplary” categories were higher than female scores in 2014. In 2014, 71% of male students scored in “Met” and “Exemplary” and 66% of females scored in those categories (5% lower than males). An increase 2% of male students in the “Met” and “Exemplary” categories occurred in 2012. In 2013, 79% of male students scored in the “Met” and “Exemplary” category while only 72% of females scored in these categories. We want to to increase both categories into higher scoring sections on the state test. It is necessary for us to look at why the female population dropped so dramatically during the 2013 and 2014 years. It is also necessary for us to look at why the entire population of males and females dropped during the 2014 school year.



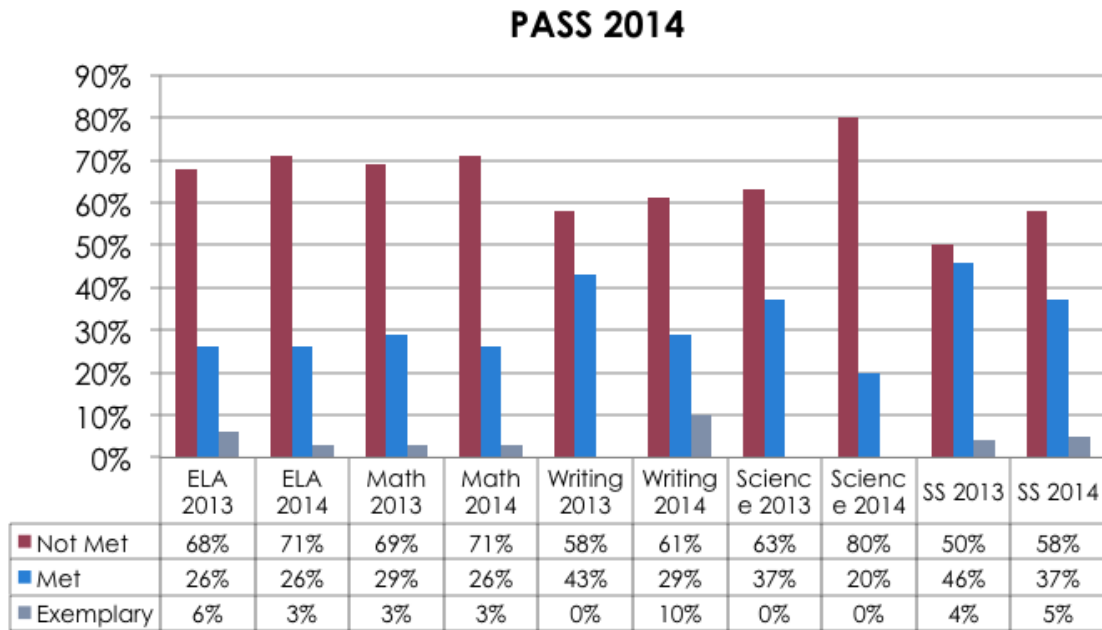
2012-2014 PASS MATH by Ethnicity:

The data shows that African American students have the highest percentage in the “Not Met” category, while Caucasian students have the highest percentage in the “Met” category for 2014. When combining “Met” and “Exemplary” scores from the 2013 PASS test, Caucasian students had 77% of students scoring in these areas while African American had 69%. During the 2014 school year 71% of Caucasian students scored “Met and Exemplary”, while only 59% of African American students scored in these categories. Both ethnicities saw declines in both areas. It is necessary to close the gap between Caucasian and African American test scores while also increasing scores for both ethnicities. By monitoring common assessments, unit test scores and benchmarks, collaborating with the district math specialist, and by utilizing Compass Learning, we hope to increase these students’ scores.



2012 - 2014 PASS Math by Economic Status:

It is noted that students who pay for lunch scored higher than those who are qualify for free or reduced lunch when combining “Met” and “Exemplary” scores. The percentage of students who are full-pay lunch was 25% higher than students who are free and reduced lunch in the “Met” and “Exemplary” categories. In 2013, full-pay lunch students scored 17.1% higher than free or reduced lunch students making a larger gap in 2014. Between 2012 and 2103, there was a much smaller gap at only 7%. More full-pay students scored in the “Exemplary” category. As we look to reach all students, we will plan more student-centered instruction based on common assessment data throughout the school year. The goal is to move more students, into the Met or Exemplary categories and decreasing the gap to below 5.0%.



In addition to ethnicity and lunch status, data for disabled students is also taken into account. For the 2014, school year the data showed very low percentages of disabled students scoring in the “Exemplary” category. Also, the number of disabled students scoring in the “Met” category is less than that of non-disabled students, but is close each year. Data will be compared from the 2014 to future school years to increase the number of disabled students scoring in the “Not Met” category.



Summary of Gap Analysis/ Strengths and Weaknesses

These results were achieved by having groups of the staff meet to analyze the graphs and data. Each group was asked to notice trends regarding the subject area, analyze standards data and help align the strategies within the Action Plan for that subject area for success. We disaggregated data further as determined by the groups' suggestions and questions that arose during discussion. Upon close inspection of the school-wide PASS scores over time we discovered that overall scoring of ELA and math improved from 2012 to 2013, but decreased significantly during the 2014 school year. Disabled students' scores and African American students' scores are a concern as well as students who qualify for free and reduced lunch. With the breakdowns by standards provided by the PASS, we can closely monitor areas where students need better instruction. Through the use of common assessment data, we can work as grade level teams to plan instruction based on what students need at the time. We can also continue to learn to make instruction better from district ELA and math specialists and professional development opportunities offered through the district. Monitoring MAP performance and ITBS test scores to

provide additional information in areas where students need more support will also be an avenue to help increase student scores.

By analyzing surveys and test scores, we realize the need to more actively involve parents and students (where appropriate) with decisions concerning instruction. We also realize the need to enhance our technology program, increase the percentage of students scoring in “Met” and “Exemplary” in all areas. During the 2014 school year, the school went through Refresh.

Chromebooks and iPads were added to classrooms to further enhance instruction with technology. Each 2nd-5th grade classroom is now equipped with four Chromebooks, one iPad, a teacher laptop, and a Promethean Board. Kindergarten and 1st grade classrooms are equipped with a Promethean Board, five iPads, and a teacher laptop. First grade classrooms also received 4 iPod shuffles to use as reading listening centers. Teachers have attended technology training offered by the Instructional Coach each month during the year. Teachers have been trained to use Promethean ActivInspire, Google Sites, Chromebooks, and iPads in the classroom.

In addition, after dissecting the test data for 2014 and looking at the decrease in “Met and Exemplary” scores, the leadership team decided to meet with individual students throughout the year based on their scores. These students were identified as “bubble” students, or students that were within a few points of scoring “Met or Exemplary” on the PASS test. Throughout the school year, the identified students met with the Principal, Assistant Principal, Instructional Coach, and Guidance Counselor one day a week. During the coaching, students were offered guidance based on current data being collected in the classroom and on MAP Test.

To further help with instruction in the classroom and increasing student achievement, the Instructional Coach met with the district ‘s ELA, Balanced Literacy, and math specialists. These specialists visited classrooms on a variety of grade level to help coach teachers toward more

student-centered instruction. The specialists also visited the school and helped with training teachers to use the Balanced Literacy model more effectively and plan hands-on math units.



Action Plan

Included In This Section:

Action Plan

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

ACT ASPIRE READING

☒ 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.

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.

SCPASS SCIENCE

☒ 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	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	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 Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Everyday Counts Calendar Math	Ongoing	District Math Consultant, Teachers, Instructional Coach	NA	District Funded	<ul style="list-style-type: none"> • Common Assessments • Documentation on Progress Monitoring Sheet • Lesson Plans • Walkthrough Observations
Quality Tools to encourage goal setting	Ongoing	Teachers, Administration, Instructional Coach	NA	NA	<ul style="list-style-type: none"> • Data Notebooks • Data Walls (classroom and school) • Graphic Organizers • Grade Level Meeting Minutes • Walkthrough Observations
Learning Focused	Ongoing	Teachers, Administration, Instructional Coach	NA	NA	<ul style="list-style-type: none"> • Lesson Plans with Learning Focused elements • Posted EQs in the classroom • Walkthrough Observations

Balanced Literacy	Ongoing	Teachers, Administration, Instructional Coach, District ELA Consultant, Public Education Partners	NA	NA	<ul style="list-style-type: none"> • Lesson Plans • Benchmarks (3 times a year) • Walkthrough Observations • Grade Level Planning • Professional Development • Mentor Initiative • Classroom Learning Labs
Common Assessments	Ongoing	Teachers, Administration, Instructional Coach	NA	NA	<ul style="list-style-type: none"> • Unit Data Analysis • Grade Level Meetings • Use data to plan instruction and reteach • Math Reviews
Compass Learning	Ongoing	Teachers, Administration, Instructional Coach	NA	District Provided Training and Software	<ul style="list-style-type: none"> • Individualized student assignments • Classroom Activities • Lesson Plans
Promethean Boards	Ongoing	Teachers, Administration, Instructional Coach, Technology Committee	NA	NA	<ul style="list-style-type: none"> • Lesson Plans • Grade Level Meeting Minutes • Walkthrough Observations • Professional Development

iPads	Ongoing	Teachers, Administration, Instructional Coach, Media Specialist, Technology Committee	NA	NA	<ul style="list-style-type: none"> • Lesson Plans • Grade Level Meetings • Professional Development • Walkthrough Observations
Reading Intervention Program	October-May	Teachers, Reading Interventionist (1 st grade) Paraprofessionals (K5)	\$18,000	Local Funds	<ul style="list-style-type: none"> • Monitoring of AIMSweb progress by RTI Instructors • Attendance Logs • Scheduling by Administration
Grade Level Planning	Ongoing	Teachers, Instructional Coach	NA	NA	<ul style="list-style-type: none"> • Weekly meetings with IC • Grade Level Planning Form • Agendas and Meeting Minutes • Monthly Observations • Wall walks • Data disaggregation
Peer Tutoring 2 nd and 4 th Graders	October-April	Guidance Counselor, 2 nd Grade Teachers, 4 th Grade Peer Tutors	\$100	Local Funds	<ul style="list-style-type: none"> • Attendance Log • Progress Reports to monitor student growth
Mornings with Michelin	October-April	Michelin Volunteers,	NA	NA	<ul style="list-style-type: none"> • Compass Learning reports

		Guidance Counselor, Teachers			<ul style="list-style-type: none"> • Attendance Logs
Math 4 Today	Ongoing	Teachers	NA	Local Funds	<ul style="list-style-type: none"> • Lesson Plans • Walkthrough Observations
Weekly Math Reviews	Ongoing	Teachers, Administration Instructional Coach	NA	NA	<ul style="list-style-type: none"> • Lesson Plans • Gradebooks • Academic Coaching

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Teachers will be trained to implement the Common Core State Standards in math and ELA.

ANNUAL OBJECTIVE: 100% of teachers will be trained in the implementation of CCSS in math and ELA.

DATA SOURCE(S): Professional Development Attendance points and hours

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	40.5		100%	100%	100%	100%	100%
Actual			100%				

FIVE YEAR PERFORMANCE GOAL: Teachers will be trained to teach inquiry-based science lessons.

ANNUAL OBJECTIVE: 100% of teachers will be trained to plan and teach inquiry-based science lessons.

DATA SOURCE(S): Professional Development Attendance points and hours

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	0%	x	100%	100%	100%	100%	100%
Actual			20%				

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Summer Institute	Ongoing	Teachers Instructional Coach District Presenters	NA	NA	<ul style="list-style-type: none"> • PD Attendance recorded on Portal • Lesson Plans
Book Study <i>Pathways To The Common Core</i> by Lucy Calkins	September-April	Teachers Administration Instructional Coach	\$1000	Local Funds	<ul style="list-style-type: none"> • Meetings • Edmodo Group Discussions • Lesson Plans
Common Assessments	Ongoing	Teachers Instructional Coach	NA	NA	<ul style="list-style-type: none"> • Lesson Plans • Grade Level Meetings w/IC
Staff Development at Ellen Woodside	Ongoing	Teachers Instructional Coach Administration	NA	NA	<ul style="list-style-type: none"> • Lesson Plans • Common Assessments
School Visits to Science Classrooms with Exemplary Scores	Fall 2013	Teachers Instructional Coach Administration	NA	NA	<ul style="list-style-type: none"> • Science Lab and Classroom Observations • Notes from visits

					<ul style="list-style-type: none"> • Discussion about visits • Science Lab Weekly Schedule
District Science Academic Specialist Training	Ongoing	Teachers Instructional Coach Administration Science Academic Specialist	NA	NA	<ul style="list-style-type: none"> • PD hours and points • Lesson Plans • Science Lab Observations • Classroom Observations

STUDENT ATTENDANCE

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.6	96.2	96.4				
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 92.3% in 2012 to 93.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.5	92.7	92.9	93.1	93.3
School Actual	92.3	92.0	74.3				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 90.4% in 2012 to 91.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.2 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90.6	90.8	91.0	91.2	91.4
School Actual	90.4	89.6	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					

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 100% in 2012 to 100% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	100				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 92.2% in 2012 to 95.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.66 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.9	93.6	94.3	95	95.5
School Actual	92.2	96	88.2				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8					

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

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 86.3% in 2012 to 93.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.4 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	87.7	89.1	90.8	92.5	93.5
School Actual	86.3	86.7	77.9				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0 percentage point(s) annually teachers who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	100				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Top-Cats Behavior Program	Ongoing	Teachers, Administrators	NA	NA	<ul style="list-style-type: none"> • Behavior Charts • Related Arts Teachers Point System • Behavior Checklist for Administration • Lotus Diagram in Each Room
C.H.A.M.P.S. to create a positive school environment	Ongoing	Teachers, Administrators	NA	NA	<ul style="list-style-type: none"> • C.H.A.M.P.S. expectations displayed in classrooms • C.H.A.M.P.S. procedures stated before all transitions school-wide • Attendance to C.H.A.M.P.S. training on file • New teachers sent to training at Summer Institute
Quality Tools to set attendance and behavior goals	Ongoing	Teachers, Administration, Guidance Counselor, Instructional	NA	NA	<ul style="list-style-type: none"> • Classroom Mission Statements • Quality Tools listed in Lesson Plans • Morning News Show

		Coach			recognitions <ul style="list-style-type: none"> • Data Notebooks • TOP CATS Awards given by Related Arts every 4 weeks
Parent/Teacher Conferences Positive Phone Calls	Ongoing	Teachers, Parents, Instructional Coach	NA	NA	<ul style="list-style-type: none"> • Conference Logs to IC
Guidance Lessons on Character and Bullying Prevention	Ongoing	Guidance Counselor	NA	NA	<ul style="list-style-type: none"> • Lesson Plans • Guidance Calendar to Teachers • Character Education Units and Presentations • Student Agendas
Attendance Conferences	Ongoing	Administration, Guidance Counselor, Parents, Attendance Clerk, District Attendance Officer	NA	NA	<ul style="list-style-type: none"> • Attendance Reports • Letters sent to Parents about absence/tardy • Conference Intervention Form • Perfect Attendance recognition at Awards Ceremonies
Bonus Bucks	Ongoing	Related Arts Teachers, Administration, Custodial Staff, FANS Staff	NA	NA	<ul style="list-style-type: none"> • Google Doc Spreadsheet kept by Related Arts Team to track bucks

Terrific Kids	Ongoing	Teachers, Administration, Kiwanis Club, Guidance Counselor	NA	Donations by Kiwanis	<ul style="list-style-type: none"> • Terrific Kid Schedule of Recognitions • Recognition on School Website • Recognition in Newspapers
Piedmont Mental Health Counselor	Ongoing	Piedmont Mental Health Counselor	NA	NA	<ul style="list-style-type: none"> • PMH maintains confidential records
Mentor Greenville	October-May	Administration, Guidance Counselor, Frazee Center, Community Members	NA	NA	<ul style="list-style-type: none"> • Attendance Log • Permission Forms • Schedule



Professional Development

This section includes:

Professional Development Plan

**Professional Development Plan
2014-2015**

Date	Name	Location	Time
August 11, 2014	Teacher Handbook	Media Center	9:00-11:00
August 27, 2014	Google Sites Training	Media Center	3:00-4:00
August 26, 2014	MAP Testing Training	Planning Room	5 th -8:20, 3 rd -10:20, 4 th -9:20, & 2 nd -12:35
September 3, 2014	Faculty Council/Committees	Media Center	3:00-4:00
September 10, 2014	Using Flipcams in the Classroom	Media Center	3:00-4:00
September 17, 2014	Vertical Teams-SC PASS Data Collaboration	Media Center	3:00-4:00
October 1, 2014	Faculty Council/Committees	Media Center	3:00-4:00
October 8, 2014	Science Inquiry	Media Center	3:00-4:00
October 15, 2014	Vertical Teams-Looking at Standards Across Grade Levels	Media Center	3:00-4:00
October 29, 2014	Technology - Chromebooks	Media Center	3:00-5:00
November 5, 2014	Faculty Council/Committees	Media Center	3:00-4:00
November 12, 2014	Vertical Teams-Grade Level Expectations	Media Center	3:00-4:00
November 19, 2014	Technology-Web 2.0 Tools for the 4Cs	Media Center	3:00-4:00
December 3, 2014	Faculty Council/Committees	Media Center	3:00-4:00
December 17, 2014	Science	Media Center	3:00-4:00
January 7, 2015	Faculty Council/Committees	Media Center	3:00-4:00
January 12, 2015	Planning Guided Reading Instruction-Stacey Murray	Planning Room Classroom Labs	8:00-3:00
January 14, 2015	Science	Media Center	3:00-4:00
January 21, 2015	Vertical Teams	Media Center	3:00-4:00
January 28, 2015	Technology	Media Center	3:00-4:00
February 4, 2015	Faculty Council/Committees	Media Center	3:00-4:00
February 4, 2015	4 th Grade Reading Workshop Structure-Kristy Jennings	Planning Room Classroom Labs	8:00-3:00

February 9, 2015	2 nd Grade Reading Workshop Structure-Kristy Jennings	Media Center Classroom Labs	8:00-3:00
February 18, 2015	Technology-Promethean ActivInspire Advanced	Media Center	3:00-4:00
March 11, 2015	Faculty Council/Committees	Media Center	3:00-4:00
March 12, 2015	Using Rubicon to Plan Rigorous Math Instruction-Cathy Hale	Planning Room	8:00-12:00
March 18, 2015	Vertical Teams-Student Centered Instruction Philosophy	Media Center	3:00-4:00
April 8, 2015	Faculty Council/Committees	Media Center	3:00-4:00
April 15, 2015	ACT/SCPASS Training	Media Center	3:00-4:00
April 22, 2015	Reading Workshop Qualities-Leah Sullivan	Planning Room	8:00-3:00
April 23, 2015	Reading Workshop Qualities-Leah Sullivan	Planning Room	8:00-3:00
April 24, 2015	Technology-Windows 8.1	Media Center	3:00-4:00
May 5, 2015	Reading Workshop Structure-Leah Sullivan	Planning Room	8:00-3:00
May 6, 2015	Reading Workshop Structure-Leah Sullivan	Planning Room	8:00-3:00
May 6, 2015	Faculty Council/Committees	Media Center	3:00-4:00
May 12, 2015	Reading Workshop Structure-Independent Reading/Classroom Library	Planning Room	8:00-3:00
May 13, 2015	Reading Workshop-Independent Reading/Classroom Library	Planning Room	8:00-3:00
May 19, 2015	Reading Workshop-Conferencing	Planning Room	8:00-3:00
May 20, 2015	Reading Workshop-Conferencing	Planning Room	8:00-3:00
May 27, 2015	Vertical Teams-Looking at 2015-2016	Media Center	3:00-4:00

Other Professional Development Opportunities:

- Intel
- Intel 2
- A.L.I.V.E.
- Fountas and Pinnell
- District Curriculum Meetings
- Every Day Counts Calendar Math
- PAS-T
- Quality Learning Tools
- Learning Focused
- Summer Academy
- Upstate Technology Conference

Website Links

2013-2014 Ellen Woodside School Report Card:

<http://ed.sc.gov/data/report-cards/2014/elem/c/e2301100.pdf>

2012-2013 ESEA (Federal Accountability Rating System:

<http://ed.sc.gov/data/esea/2013/school.cfm?SID=230110>

