



Mitchell Road Elementary

Amy Kern, Principal

Greenville County School District

W. Burke Royster
2014-2015 through 2017-2018

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Mitchell Road Elementary School

SCHOOL 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

Julie Baker		3/19/2015
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Amy Kern		3/19/2015
PRINTED NAME	SIGNATURE	DATE

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STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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: | Amy Kern |
| 2. TEACHER: | Gerald Tilson |
| 3. PARENT/GUARDIAN: | Kelly Keever |
| 4. COMMUNITY MEMBER: | Toby Dix |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Julie Baker |
| 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>
SIC Member _____	
SIC Member _____	
SIC Member _____	Tahitsha Saunders Pearson _____
SIC Member / Teacher _____	Elizabeth Koontz _____
Assistant Principal _____	Andreya Boggs _____
PTA Co President _____	Kelly Keever _____
PTA Co President _____	Abby Bailey _____

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

- X** **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).
- X** **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).
- X** **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.
- X** **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*.
- X** **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.
- X** **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.

- X** **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).
- X** **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.
- X** **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.
- X** **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.
- X** **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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INTRODUCTION

Mitchell Road Elementary School Portfolio

The motto of Mitchell Road Elementary is “**Learning Today...Leading Tomorrow**”. The Mitchell Road Elementary portfolio documents our journey through the continuous improvement process. The portfolio provides the school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this portfolio are based upon a model of continuous improvement which is an expectation in our district. These categories were selected because we agree that the philosophies written into the continuums provide a foundation for a quality school.

The five categories utilized in this school portfolio are:

- ❖ Executive Summary
- ❖ School Profile
- ❖ Mission, Vision, and Beliefs
- ❖ Data Analysis and Needs Assessment
- ❖ Action Plan

The school continues to make gains in the number of students meeting standards on the state assessment. During the 2014-2015 school year, we received an ESEA letter grade of “A”. There is still room to improve with all our subgroups. The school portfolio describes Mitchell Road Elementary and our commitment to student achievement.

Areas of strength:

- ❖ Shared Vision, Beliefs, Mission and Goals
- ❖ Culture of Continuous Improvement and Learning

Priorities for Building and Strengthening Organization Capacity:

- ❖ School-home relations
- ❖ Building teacher capacity through the consistent implementation of common assessments and item analysis

Our main priority is meeting the needs of our students. Keeping students first, we can address student achievement, social and emotional needs, and community needs of the children. The teachers are asked on a consistent basis for needs they have in their classrooms so that materials and supplies may be purchased to meet the needs of the students as well as improve the instructional process. The goals of the School District of Greenville County and the South Carolina Instructional Standards are the driving force behind instructional decisions at Mitchell Road Elementary.

The Mitchell Road Elementary faculty, staff, and community developed a comprehensive strategic plan outlining the goals, objectives, and strategies for our school. The goals focus on academic achievement, parent involvement, and a supportive educational environment. The goals address the specific school needs and are aligned to the district’s Education Plan.

The School Improvement Council along with school personnel regularly review the progress made in achieving these goals. Mitchell Road Elementary is an award winning school. Twelve teachers have received National Board Certification. Mitchell Road received the South Carolina Department of Education's Palmetto Gold Award for student achievement.

Positive Behavior Interventions and Supports (PBIS) and Fountas and Pinnell balanced literacy model are just some of the best practices that have been implemented school-wide. We attribute our continuous improvement to our committed leadership, faculty, students and parents. Our PTA actively supports our school through fundraising and volunteer hours. Parents have many opportunities to be involved in their child's education. The active involvement of the school's PTA helps provide programs that benefit all children. Opportunities include tutoring, volunteering in classrooms or the office, mentoring students, serving on committees, landscaping, chaperoning field trips, etc.

We recognize the importance of parent involvement in our school and the impact that it can have on student success. Teachers and staff work together to meet the needs of each student. Every child has the opportunity to achieve success related not only to academics, but also in areas such as music, art, and physical education. All students are encouraged to do their best at all times! We enjoy celebrating the successes attained by each child.

AdvancEd Self Study Accreditation Process

The Self Assessment is a critical component of the AdvancED accreditation process. The AdvancED Self-Assessment (SA) is designed to serve as a valuable tool that will assist schools in reflecting upon their effectiveness as well as prepare them for an External Review. The Self-Assessment is based on the five AdvancED Standards for Quality, which serves as the foundation of the AdvancED accreditation process. In order to earn and maintain accreditation, schools must meet the five AdvancED Standards for Quality for Quality, engage in a process of continuous improvement and host an External Review at least once every five years.

The Self-Assessment has been designed to engage the school community in an in-depth evaluation of each of the five AdvancED Standards for Quality for Quality by creating a set of questions and rubrics that enable a school to most accurately describe its continuous improvement progress. In completing the report, a school identifies the evidence, data, information and documented results that validate that it is meeting each standard. This Self-Assessment helps a school identify areas of strength and opportunities for improvement by reflecting upon questions posed in the indicators and rating themselves on a 4-level scale.

The five AdvancEd Standards for Quality are as follows:

- ❖ **Standard 1 Purpose and Direction:** The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning
- ❖ **Standard 2 Governance and Leadership:** The school operates under governance and leadership that promote and support student performance and school effectiveness.
- ❖ **Standard 3 Curriculum, Instructional Design, & Assessment:** The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.
- ❖ **Standard 4 & 4A Resources, Support Services, and Early Learning:** The school has resources and provides services that support its purpose and direction to ensure success for all students.
- ❖ **Standard 5: Comprehensive Assessment:** The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

To complete the Self-Assessment, Accreditation Self-Assessment Committees were established. Each committee met and worked collaboratively to develop a comprehensive picture of each standard. The indicators were used by each team to evaluate performance levels and determine a rating.

The Self-Assessment results were compiled and presented to the entire faculty during a meeting. Today's Meet (todaysmeet.com), a back channel, was used to gather teacher input and encourage collaboration among all committees. Narratives were written for each standard and the following questions were considered:

- ❖ What were the areas of strength you noted?
- ❖ What were areas in need of improvement?
- ❖ What actions are you implementing to sustain the areas of strength?

- ❖ What plans are you making to improve the areas of need?

AdvancEd Self Study Narratives

Standard 1: The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

The mission of Mitchell Road Elementary is to offer students a quality education in a safe, inviting learning environment while helping them learn responsibility, self-discipline, and respect for others.

Mitchell Road Elementary has established a strong mission of encouragement for all students to reach their highest level of performance in learning. Our mission is prominently displayed in our school handbook, on our school website, the Main Office, and stated daily on the morning news show, “Mustang Minutes”. The current school mission statement was developed through a combined effort of the School Improvement Council and Faculty Council during the 2008-2009 school year. A process of consensus building was utilized to provide stakeholders with the opportunity for input.

The mission statement is communicated to stakeholders by being visible in the school and available in the handbook as well as online. Although parent and community involvement in the planning process is less than desirable, we maintain a continuous communication process through our PTA Board, School Improvement Council, marquee and newsletter publications.

The motto of Mitchell Road Elementary is “**Learning Today...Leading Tomorrow**”. The school tag line was changed during the 2012-2013 school year as a result of the “Stand Up Speak Out” district initiative. All stakeholders were given the opportunity to provide feedback and/or suggestions through the democratic process. “Learning Today...Leading Tomorrow” was the tag line selected as it closely aligns to our mission, vision, and beliefs.

The Mitchell Road Elementary school portfolio documents our journey through the continuous improvement process and it is updated yearly. The school portfolio provides the school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The Strategic Education Plan focuses on student outcomes. Updates to the plan are made yearly based on student achievement results and/or district initiatives. The goals focus on academic achievement, parent involvement, and a supportive educational environment. The goals address the specific school needs and are aligned to the district’s Education Plan. Student performance expectations are imposed by standardized test results and ESEA mandates. The specific goals and objectives are regularly communicated during internal meetings with faculty, School Improvement Council, and newsletter publications (faculty/parents).

Staff members continually review the demographics of our school and analyze how this impacts the achievement and behavior of our students. We also update our data, based on the most recent survey results and test score analysis, to document evidence of our students’ levels of achievement. The goals and objectives outlined in our action plan are reflective of an intense study of this data. Current trends in research were considered in developing strategies for student learning as well as state and district curriculum standards.

The school’s vision has been in place for several years. We could further enhance our vision by engaging all stakeholders in the process. Currently information is presented but very little feedback is received from parent stakeholder groups.

Standard 2: The school operates under governance and leadership that promote and support student performance and school effectiveness.

The administrative head of Mitchell Road Elementary School is Principal. The principal encourages leadership teams to guide our school in collaboration with stakeholders. Leadership is defined through the faculty leadership team, School Improvement Council, PTA, and student activities.

The school administration structure is composed of the principal and one administrative assistant. The building administrators work as a cohesive team to ensure a safe positive environment that is conducive to teaching and learning. Stakeholder groups (faculty, staff, students, parents, and community members) are part of the shared decision making process through their committee involvement, holding their own grade level meetings and communicating their thoughts regarding instructional issues as they arise.

The purpose of leadership is to allocate and align the human, instructional, financial, and physical resources of the school with the goals of the district, community, school, teachers, and students. The administrative head promotes leadership teams to guide our school in collaboration with stakeholders.

A leadership team comprised of members of the faculty/staff meets on a monthly basis. The role of the faculty leadership team is to facilitate and communicate the operations of the school from staff issues to curriculum issues. All faculty members meet weekly in grade level teams and submit meeting minutes to the administration. The faculty leadership team meets on a monthly basis. Faculty concerns and solutions are presented in the monthly meetings by the requesting grade level.

The leadership uses the mission statement and vision as the foundation for a professional learning community. Faculty/Staff are given an opportunity at the end of each school year to sign up for curriculum committees for the following year. State mandated celebrations such as: Red Ribbon Week and American Education Week, are a part of the committee's yearly assignment. Curriculum committees also serve as vertical teams and meet monthly.

Mitchell Road Elementary does a great job in the area of providing governance and leadership that promotes student performance and school effectiveness. Mitchell Road has policies and procedures in place that ensure the effective operation of the school. For example, students and parents receive handbooks which discuss rules and procedures at the school and classroom level. Individual classroom rules and procedures are communicated at Open House and included in the grade level syllabus. School-wide expectations are posted throughout the building and are communicated daily on the morning news show. A school calendar is distributed to all families and employees. Employees receive a handbook and schedules in place for the school year. The faculty meets monthly to communicate, support, and build relationships as follows:

- ❖ disseminate and discuss federal, state, and district information
- ❖ communicate school wide events, activities, and PTA functions
- ❖ review and evaluate test results and data
- ❖ listen to and participate in discussions with guest speakers
- ❖ share examples of "Best Practices"
- ❖ celebrate progress
- ❖ celebrate in school-based and district professional development

Instructional practices and the needs thereof are monitored during unannounced and announced classroom visits, grade-group meeting attendance, PAS-T teacher evaluation system, formal and informal classroom

observations and spontaneous questions and conversations. Governing bodies also impact our organizational need through mandates and initiatives they implement.

The term professional development means a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. Mitchell Road Elementary professional development plan consist of internal training using the expertise of our staff, training provided by the GCSD Teaching and Learning Department, contracted services provided area universities and/or vendors, and participation in the Upstate Consortium.

Mitchell Road School improvement and leadership teams can make improvement by putting a plan in place to address consistency in communication between various leadership groups. Mitchell Road can improve in the area of providing opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, and delegate leadership roles for stakeholders.

Standard 3: The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for students learning that provides opportunities for all students to demonstrate academic success.

To achieve academic results, Mitchell Road utilizes research based models such as: the continuous improvement process, Student-centered instruction, Fountas and Pinnell balanced literacy model, Learning-Focused, Response to Intervention, Compass Learning, Everyday Calendar Math, and differentiation strategies to meet the needs of all of our students.

The curriculum is grounded in the South Carolina academic standards for kindergarten through fifth grade and the Common Core State Standards. The standards define expectations for student learning, including essential knowledge and skills. Common Core State Standards, support documents, and curricular units are posted on the districts electronic portal for teachers to access. An electronic lesson planner (OnCourse Systems) supports teachers in their instructional planning efforts and promotes collaboration across grade levels.

A strong literacy curriculum has been developed based on the Fountas and Pinnell balanced literacy method. This research-based framework has been used successfully in schools across the nation. The reading curriculum includes direct phonics instruction, guided reading, self-selected reading, and writing. During guided reading, teachers work with small groups of students using leveled readers. The books have been selected with the specific students in each group in mind. Teachers are able to provide instruction that allow the readers to meet the demands of more challenging texts over time. A special resource center has been established where teachers can check out sets of leveled readers to use with their various groups. In addition to the Fountas and Pinnell balanced literacy program kindergarten and first grade teachers have carefully researched and implemented literacy stations into their daily class routines. An Early Reading Intervention program using DIBELS and AIMS Web assessments identifies and provides additional support for struggling students in kindergarten and first grade. Teachers also integrate science and social studies into the literacy program through the use of non-fiction, historical fiction and read-aloud books. Our school-wide staff development has focused on discovering means to improve student achievement through improved methodologies and instructional practices. Staff development has included school wide in-depth professional book studies, writing workshops from Clemson University's Upstate Writing Project, Fountas and Pinnell's balanced literacy methodology, and the use of common assessments in math.

All related arts areas follow the Frameworks developed by the state. Art and music both use texts adopted by the district. These curriculums are supplemented with other books, videos, instruments, reproductions and a variety of media. Creativity is also a large component of the related arts curriculums at Mitchell Road. Physical Education follows the state curriculum guidelines. Mitchell Road is fortunate to be involved in a Coordinated School Health program called **CATCH** which stands for Coordinated Approach To Child Health. A coordinated school health is a process which brings a school community together to teach children to be healthy for a lifetime. **CATCH** is the resource that is going to be used to coordinate this process. **CATCH** is broken down into 4 components, **Child Nutrition** which involves the school cafeteria, **Physical Education** which makes sure the students are involved in moderate to vigorous physical activity, **Classroom** where health and nutrition resources are available to supplement the already existing health curriculum and the **Family** component where there is take home material and hands on activities for families to interact and strike up dialog on healthful living.

Technology is infused into every aspect of the school. Students use the Internet to research and communicate. Various programs are used at all levels to create presentations with varying degrees of assistance. Brainpop, Waterford, Compass Odyssey, Leapfrog Math, Microsoft applications, United Streaming, and Edmodo are just a few of many programs that are utilized at Mitchell Road for remediation and enrichment. Students attend the computer lab to work on various skills, such as: researching and publishing written work. A secondary wireless lab is available for scheduling. All teachers have permanently mounted Promethean Boards used for interactive lessons.

Student learning is assessed through the ACT Aspire, Measures of Academic Progress (MAP); Iowa Tests of Basic Skills (ITBS); Response to Intervention (RTI) diagnostics/benchmark assessments; English Language Development Assessment (ELDA); district benchmark assessments; and teacher-developed classroom assessments. Feedback to students and parents is given in the form of progress reports, report cards, weekly “Friday Folders”, and the parent portal. A data driven approach to instructional planning is a priority. The use of data notebooks/ data walls are used to provide a vehicle for professional, data-based conversations among the school faculty about student learning.

Curriculum Committees were established during the 2012-2013 school year. The curriculum committees also serve as vertical teams. The purpose is to **ensure** the academic integrity of Mitchell Road Elementary School and to promote continuous improvement of its educational programs. Duties include but are not limited to the following:

- Ensure the academic integrity and educational excellence of Mitchell Road Elementary.
- Timely review grade level syllabi and ensure standards are being addressed.
- Collect input on and communicate professional development needs to the instructional coach / administration.
- Collaborate with committee members regarding school, district and state curriculum mandates.
- Ensure school-wide/and district mandates in each subject area are being **consistently** and efficiently implemented in all grade levels.
- Review and share best practices with colleagues.
- Analyze school-wide data and use information to promote continuous improvement in all areas.
- Ensure a minimum of one member from each committee attend the district monthly meetings. Information will be communicated school-wide.
- Review / research supplemental materials to support the curriculum and recommend necessary revisions to grade levels / administration.

Committees meet monthly.

School leaders monitor and support the improvement of instructional practices of teachers and other staff through the district's comprehensive, data-based performance assessment systems for principals (PAS-A), teachers (PAS-T), instructional coaches (PAS-IC), and school counselors (PAS-SC). School leaders meet with teachers three times a year to develop academic goals/strategies, discuss progress, and evaluate end of year results. Instructional practices are monitored during unannounced and announced classroom visits, grade-group meeting attendance, PAS-T teacher evaluation system, formal and informal class-room observations and spontaneous questions and conversations.

Parents have a variety of opportunities for meaningful involvement in their child's education, including parent/teacher/student conferences, school/class newsletters, school/teacher websites, parent portal, family nights, and open house events.

Although parents attend conferences and return Friday Folders, we are always looking for additional methods to engage parents. In addition, not every student is well known by at least one adult advocate in the school who supports that student's educational experience.

Standard 4: The school has resources and provides services that support its purpose and direction to ensure success for all students.

The mission of Mitchell Road Elementary is to offer students a quality education in a safe, inviting learning environment while helping them learn responsibility, self-discipline, and respect for others. Mitchell Road Elementary follows the Greenville County Schools guidelines and employs teachers who are highly qualified and meet South Carolina certification requirements. The District Strategic Plan establishes as a priority the recruitment and retention of quality teachers, administrators, and support personnel. Mentors are trained through the central office Human Resources Department. Mentors are assigned to all Induction and ADA contract employees.

Our Principal determines the number of personnel necessary to fill the roles and responsibilities based on the personnel baselines provided to the school. Federal and state laws as well as district priorities are reflected in personnel allocations.

Teachers are involved in continuous professional development and opportunities for collaboration. Professional workshops are provided by the school and various departments within the central office. Teachers are given a calendar at the beginning of the year of school based professional development and district professional development opportunities. Curriculum Committees (vertical teams) meet monthly and are given the opportunity to attend one of four workshops offered by the Upstate Consortium. In addition, one member of each committee is expected to attend the district curriculum contact meetings.

Our finances are determined by the county, state, and federal government. The primary sources of funding are through General Funds and Local Funds. Additional monies are secured through grants, fundraisers, community donations, and PTA. Our principal allocates monies to each grade level to support the vision, educational program, and school improvement plan. Teachers are given the opportunity to request the purchase of materials through the requisition process or through reimbursement from local funds. Effective 2013-2014 we implemented the use of the P-card for Local Funds purchases. Our school was recently refreshed through the District's Technology plan for growth, use, and instruction. Our Refresh committee reviewed school needs and expenditures to make sure the allocation of technology resources was used to support school-wide needs.

All of our transactions are monitored through our Finance Department and audits are conducted on a regular basis. Site needs, maintenance, facilities, and equipment are handled by the principal in conjunction with our custodians and maintenance department to ensure a safe and orderly environment for our staff and students. This is ensured by regular inspections from the district Custodial Specialist, monthly visits from Central Office staff, unannounced visits from the Fire Marshall, and technology equipment maintenance by the TAC and technology department. We have a written security and crisis management plan in place which is uploaded in the district's CPO Tracker Crisis Management System and detailed in the Safety Handbook teachers receive at the beginning of each year. Our plan provides for the safety of our students with lock-downs, tornado drills, fire drills, and earthquake drills.

It is our goal to meet the educational needs of all our students. Meeting those needs may involve counseling with the school counselor, school nurse, principal, outside agencies, or another staff member. Students may be referred for education interventions through the A-Team. Student records, medical logs, and IEPs are kept in secure locations per district guidelines.

Through the self-assessment process we have identified a few areas for improvement. We would like to see additional personnel in the Media Center and/or Computer Lab. Currently classroom teachers are responsible for providing instruction in the Computer Lab. Due to the various levels of technology proficiency among the teaching staff, we feel the addition of personnel in the Lab would be an asset to our overall school community. In addition, a formal process for evaluating social and emotional needs of all students would help identify strategies to support students and their families.

Standard 5: The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Mitchell Road Elementary implements an assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. The assessment system includes a variety of summative and formative assessments to measure and analyze changes in student performance. State and district mandated assessments are given during predetermined testing windows. Assessments given include: ACT Aspire, SCPASS (science) Iowa Test of Basic Skills (ITBS), Cognitive Abilities Test (CogAt), Measures of Academic Progress (MAP), AIMSWEB, and ELDA.

Data from the administration of ITBS and CogAt are used to identify students for the gifted / talented program. MAP data is used to measure student growth from Fall to Spring and to identify specific learning strengths and weaknesses. Response to Intervention (RTI) is a comprehensive student-centered assessment and intervention model implemented in the regular classroom to identify and address student difficulties before referral to special education. For several years Mitchell Road, offered RTI in both kindergarten and first grade. A reading interventionist was hired to implement the program in first grade. Effective 2013-2014, RTI is implemented in kindergarten during the regular instructional period. During the 2014-2015 school year, the school hired a part-time Reading Specialist funded by the state for kindergarten and first grade students, as well as a full-time reading interventionist for second and third grade students.

Student achievement results are communicated both internally and to external groups. The school marquee, faculty meetings, student achievement wall, webpage, and the SIC Annual Report to the Community are just some of the delivery methods used to communicate to all stakeholder groups.

The analysis of assessment data is a key component of the annual strategic planning process in which the district and each school participate. The unit of analysis at the school level is the school portfolio, consisting of a demographic profile of our school, a data-based academic needs assessment, identification of desired

academic outcomes, an action plan and professional development plan for achieving outcomes, and a plan for measuring results. School goals are developed each year and reviewed for alignment with district expectations and initiatives.

Directly related to the strategic planning process are the data based performance assessment systems for continuing contract employees. Each evaluation system promotes and fosters continuous improvement. Teachers maintain a portfolio (PAS-T notebook) and document proficiency in each performance standard. In addition, student achievement goals are a required component of the evaluation process. Teachers meet with our principal and/or assistant principal three times a year to develop, monitor, and evaluate progress toward achievement of the goals.

As a school we will continue to use a variety of data to guide continuous improvement at all grade levels. Training in the use of interpretation and effective use of data and more opportunities to align improvement efforts vertically would greatly enhance our current school system. Curriculum Committees (vertical teams) were established during the 2012-2013 school year to start the conversation across grade levels and to provide consistency. A more comprehensive approach of analyzing student data would assist in enhancing our overall student achievement results.

The community is one of our number one stakeholders. We will continue to look for ways to tell our “success story” and to include all parents specifically our Hispanic population, community members, and business partners.

Overall Rating for Each Standard:

Standard 1: Purpose and Direction 3.0

Standard 2: Governance and Leadership 2.67

Standard 3: Teaching and Assessing for Learning 2.33

Standard 4: Resources and Support Systems 2.57

Standard 5: Using Results for Continuous Improvement 2.6

Accreditation Self-Assessment Committees: Schools with Early Learning

Standard 1 (3 indicators) Purpose and Direction	Standard 2 (6 indicators) Governance and Leadership	Standard 3 (12 indicators) Curriculum, Instructional Design & Assessment	Standard 4 & 4A (7 & 22 Indicators) Resources, Support Services & Early Learning	Standard 5 (5 indicators) Comprehensive Assessment
1. Tami Keel (1 st) 2. Nancy McCulloch (2 nd) 3. Melody Oliver (3 rd) 4. Sherry Poole (4 th) 5. Lori Stowe (5 th) 6. Gerald Tilson (Sp Ed) 7. Matthew Davidson (Guidance)	1. Pia Devore (5K) 2. Christie Sill (1 st) 3. Wanda Lumsden (2 nd) 4. Nicole McGaha (4 th) 5. Stacey Murray (3 rd) 6. Mindy Lyons (5 th) 7. Elizabeth Koontz (RA) 8. Amy Kern (Admin) 9. Andrey Boggs (Admin)	1. Chappell Hughes (IC) 2. Karen Haltiwanger (5K) 3. Katie Lavender (1 st) 4. Kelly Weekes (4 th) 5. Elizabeth Bell (5 th) 6. Samantha Nemchek (Sp Ed) 7. Angie Cooley (RA) 8. Sherer Reid (RA) 9. Martha Harris (ESOL)	1. Jamie Durham (4K) 2. Stephanie Garrett (2 nd) 3. LeeAnn Streetman (3 rd) 4. Jan Pozsonyi (SpEd) 5. Morgan Martina (5K) 6. Denise Youngblood (1 st) 7. Sara Thompson (Sp.Ed) 8. Alexandra Byrd (SPCH)	1 Tracy Winetroub (5K) 2 Tamara Saunders (1st) 3 Mary Jill Kroske (2nd) 4 Shella Columbia (3rd) 5 Amanda Blanton (4th) 6 Elizabeth Koontz (RA) 7 Sandy Thomason (GT) 8 Jennifer McNeill (RA)

EXECUTIVE SUMMARY

Student Achievement

MAP DATA

A review of MAP data over the last three years of students meeting their target RIT score:

Reading	3 rd	4 th	5 th
Spring 2012	59.4%	50.0%	56.0%
Spring 2013	49.3%	41.5%	56.6%
Spring 2014	58.8%	56.2%	42.9%

PASS DATA

A review of PASS data over the last three years shows improvement in writing, math, science and social studies, with a maintaining of high scores in ELA. Baseline data 2012-2013 projected performance for all students in grades 3-5 indicate MRE actual scores surpass the projected mean scale scores in all subjects except science.

Baseline data 2013-2014 projected performance for subgroups (male, female, Caucasian, Hispanic, limited English proficient, subsidized meals) in grades 3-5 indicates MRE actual scores surpass the projected mean scale scores of 640 in ELA. One subgroup (African American) fell below the projected mean scale scores of 95 in ELA (631.2), math (616.2), and social studies (631.2). All subgroups, except Caucasian (655.7) fell below the projected performance of 640 in science. Science scores for all subgroups are listed below. These scores will need to be examined closely to determine a course of action to improve performance for the students in these subgroups.

In ELA and math PASS 100% of students were tested surpassing the baseline of 95%

IOWA TESTS of BASIC SKILLS

Second grade students at Mitchell Road Elementary exceeded the 50th percentile national norm in all three areas (reading comprehension, mathematics concepts, and mathematics problems) tested on the Iowa Test of Basic Skills.

Teacher and Administrator Quality

All teachers and administrators at Mitchell Road Elementary are certified as highly qualified to meet criteria required to teach in their field.

Professional Development:

The purpose of professional development is to prepare and support educators to help all students achieve to high standards of learning and development. While it requires substantial time and resources, quality professional development is essential for enabling teachers to develop further expertise in all areas of their profession.

Professional development at Mitchell Road is aligned with rigorous state student achievement standards as well as local educational and school improvement goals. It reflects the best available research and practices in teaching, learning, and leadership. Professional Development focuses on teachers as central to student learning, yet includes all other members of the school community. We strive for individual, collegial, and organizational improvement when making decisions regarding professional development

School Climate

The Mitchell Road administration and faculty believe that an emphasis on school, home, and community cooperation helps create a supportive and nurturing environment for the students.

Student attendance (96.7%) and teacher attendance (94.0%) at Mitchell Road is high.

Yearly surveys from the staff, students and parents tell us how the school and community feel about the learning environment and school safety level at Mitchell Road. Results indicate that teachers are highly satisfied with the learning environment at Mitchell Road. The lowest rate of satisfaction concerning the learning environment came from parents. This is an area that may need to be looked at more closely. The school safety survey results tell us that parents, students, and teachers feel safe at school.

School's Significant Challenges

Challenges facing Mitchell Road Elementary in the next five years include:

- ❖ Closing the achievement gap with our minority students, ESOL students, special education students and students on subsidized meals.
- ❖ Meeting the needs of our gifted and talented students.
- ❖ Challenging HIGH students in order to meet their MAP goals.
- ❖ Technology access and refreshing outdated hardware and software to stay current with technology trends.
- ❖ Reaching all ability levels.
- ❖ Providing Reading and Math intervention 5K-2nd.
- ❖ Implementation of Common Core State Standards and preparing students for ACT Aspire Assessment.
- ❖ Maintaining an “A” letter grade per ESEA Waiver.
- ❖ The school needs to expand partnership development for the future.
- ❖ Increasing parent involvement.
- ❖ Increasing the level of partnership with Hispanic families.

Significant Awards and Accomplishments

AWARDS 2014-2015

- ❖ State Department of Education Palmetto Gold Award (2012)
- ❖ State Department of Education Palmetto Silver Award (2011)
- ❖ **Excellent** Absolute Report Card Rating
- ❖ AYP Met (since 2006)
- ❖ ESEA Letter Grade: “A”
- ❖ Title 1 Choice School
- ❖ American Heart Association “*Gold Fit-Friendly Worksite*”
- ❖ 2014 Live Well Greenville “Healthy School “
- ❖ 2013 Safe Kids School
- ❖ *Found Sounds Abound* Grant Recipient
- ❖ GCSD Top 10 Teacher Finalist: Angie Cooley



Mitchell Road Elementary

SCHOOL PROFILE

The Community of Mitchell Road Elementary School

Mitchell Road Elementary School is a pre-kindergarten through grade five public school built in 1966 and located on twelve acres in the county of Greenville, South Carolina. The school currently houses 541 students, 37 full-time instructional staff members, and 4 part-time staff members. Mitchell Road Elementary is one of fifty three elementary schools in the School District of Greenville County.

The facilities consist of thirty-one classrooms, an art room with a kiln, a music lab equipped with keyboard stations, a science lab, gymnasium, media center, two speech rooms, two special education resource rooms, an occupational/physical therapy room, a computer/writing lab, a gifted and talented classroom, a cafeteria and a courtyard with an outdoor stage. The original facility opened in 1966 and was renovated to a state of the art, 89,922 square feet building in 2002.

The socioeconomic background of our students' families is varied. We currently have two buses providing transportation for the regular education students at Mitchell Road. Four buses provide transportation for our two self-contained special education classes.

The grade distribution for Mitchell Road Elementary School's current enrollment is as follows:

4K	5K	1st	2nd	3rd	4th	5th	Sp.Ed / SC
23	84	80	100	86	92	69	15

School Profile: Leadership

The administrative head of Mitchell Road Elementary School is Mrs. Amy Kern, Principal. The Mitchell Road Faculty and staff use the Malcolm Balrige Model of Continuous Quality Improvement as a framework for leadership. Mrs. Kern encourages leadership teams to guide our school in collaboration with stakeholders. Leadership is defined through the leadership team, SIC, PTA, and student activities. The school administration structure is composed of the principal and one administrative assistant. The building administrators work as a cohesive team to ensure a safe positive environment that is conducive to teaching and learning. Stakeholder groups (faculty, staff, students, parents, and community members) are part of the shared decision making process through grade level teams and committees.

The purpose of leadership is to allocate and align the human, instructional, financial, and physical resources of the school with the goals of the district, community, school, teachers, and students. The administrative head promotes leadership teams to guide our school in collaboration with stakeholders. A leadership team comprised of members of the faculty/staff meets on a monthly basis.

Committee Structure

The leadership uses the mission statement and vision as the foundation for a professional learning community. Faculty/Staff are given opportunity at the end of each school year sign up for curriculum committees for the following year. State mandated celebrations such as: Red Ribbon Week, American Education Week, are a part of the committee's yearly assignment. Curriculum committees also serve as vertical teams and meet monthly.

Roles and Responsibilities of the Faculty Leadership Team

The role of the faculty leadership team is to facilitate and communicate the operations of the school from staff issues to curriculum issues. All faculty members meet weekly in grade level teams and submit meeting minutes to the Principal, Amy Kern. The faculty leadership team meets on a monthly basis. Faculty concerns and solutions are presented in the monthly meetings by the requesting grade level.

Faculty Meetings

The faculty meets monthly to communicate, support, and build relationships as follows:

- ❖ disseminate and discuss federal, state, and district information
- ❖ communicate school wide events, activities, and PTA functions
- ❖ review and evaluate test results and data
- ❖ listen to and participate in discussions with guest speakers
- ❖ share examples of "Best Practices"
- ❖ celebrate progress
- ❖ participate in school-based and district professional development

Student Leadership

Students are significant stakeholders within the environment of Mitchell Road Elementary. All students have opportunities to contribute to the leadership of the school. Opportunities for leadership include the following:

- ❖ Student Council
- ❖ Jr. Beta Club
- ❖ Mustang Minutes
- ❖ Participation in sponsored school clubs
- ❖ Participation in school / community fundraisers
- ❖ Safety Patrols
- ❖ Terrific Kid Program
- ❖ Citizens of the Month
- ❖ PBIS Classroom Incentives

PTA Leadership

The Parent – Teacher Association is an integral part of our school operation. We invite parent participation and set the example by being involved ourselves. All teachers attend all PTA functions. PTA parenting nights is held on the second Monday evening of each month. The PTA board, including the principal and teacher representatives (when applicable) meets the first Thursday of each month to make decisions and discuss upcoming events.

The Parent-Teacher Association is an integral part of our school and contributes a tremendous amount of time, talent and energy to our school. The PTA provides on-going support through mini-grants, classroom donations to support student needs, and as volunteers. They coordinate fund raiser and support programs such as: Scholastic Book Fair, Bingo Night, Fall Festival, Student Council, and Beta Club. The PTA funds classroom supplies, instructional programs, playground equipment, technology equipment, and faculty development, just to name a few.

School Improvement Council

This council is made up of teachers, parents, community partnership representatives, and administrators. It functions as a liaison between the community at large and the school and also serves as part of our school Guidance Advisory Committee. This group monitors the school goals and issues relating to test scores, programs, and community concerns. This group is also involved in writing the narrative for the School Report Card.

Unlike PTA/PTOs and other voluntary school organizations, councils are mandated by law to exist in every public school in South Carolina. The council has been involved in developing the school improvement plan since the school began. The council follows an agenda established by the chairman of the School Improvement Council and the school administration. The council meets monthly.

Governance and financial management that support the school's mission and programs are identified.

The school budget is comprised of several different sources of funding. These include local, district, state, federal, and school level funding. General funds are distributed equally among grade levels and departments during the year to support the mission of the school and are disbursed according to board policy. Funds received by the school are utilized according to their function.

Communication Plan: Communicating with Faculty and Staff

Email is used as the primary form of communication for school business. Weekly bulletins are sent to each teacher via email. All staff members are responsible for the information included in the weekly bulletin and information forwarded from district departments.

- ❖ A committee is selected each year to organize faculty socials, special gifts, and to communicate news to the faculty and staff. A secretary is appointed to publish notes from the Leadership Team meetings.
- ❖ A faculty bulletin/dry erase board by the mailboxes contains school-related information and is read daily. Special courses and other information are posted on the large boards by the mailboxes.
- ❖ A weekly update – *Week At a Glance* is sent to teachers weekly with updates for the week.
- ❖ Teachers within each grade level work with the grade level chairman to communicate needed information and to assist new teachers. Grade level members work together to schedule field trips and plan special programs.

Communicating with the School Community

- ❖ School closing and/or announcements are updated regularly on The School Channel (Charter 14 or 99).
- ❖ Annual Report to Community: yearly update written by the Principal and SIC
- ❖ Marquee: Located in front of the school facing E. North Street updated regularly to advertise upcoming school events
- ❖ School and teacher websites updated regularly
- ❖ School Messenger: Automated phone system used to contact parents in case of an emergency or to announce upcoming school events.
- ❖ Mustang Minutes: Daily news show with student anchors
- ❖ Friday Folders: Folders sent home weekly to parent that include class newsletters, information flyers, and student progress sheets.
- ❖ PTA / Open House / Meet the Teacher: Monthly meetings that include performances by the students and opportunities to visit classrooms.

Parental Involvement

The climate for learning at Mitchell Road Elementary is enhanced by involved parents. Parents are invited to join school committees and councils, assist in the classrooms, help with homework, and encourage and honor their child's successes.

Partnerships

Community partnerships are welcomed and encouraged to play a vital role in the success of Mitchell Road Elementary. Mitchell Road has benefited from ongoing business partnerships including two large grocery chains, Publix and Bi-Lo, two restaurants, Chick-fil-A, Zaxby's, and neighboring faith based organizations. PTA members and parents continuously seek additional business partners to assist our school in meeting all of our educational needs.

During the 2006 school year an additional partnership was formed with The Carolina First Center for Excellence. The result of this partnership was the school-wide implementation of the Balrige/Continuous Quality Improvement Model. The student-driven program measures progress by using empirical data, emphasizing goal setting, and providing team building at every level. The Center provides the school with ongoing training.

A relationship with business partners offers our families, community, businesses, and the school district successful partnerships. Our partnerships have an emphasis on academics, citizenship, careers, ground beautification, curriculum, community service, health/fitness, and continuous improvement.

We have recently developed strong partnerships with the faith based communities of Renewal Church, Mitchell Road Presbyterian and Life Song church. Both churches provide an invaluable service to our school community through their community outreach ministries. Programs include:

- ❖ Monthly appreciation breakfast for Faculty and Staff
- ❖ Faculty / Staff appreciation gifts
- ❖ Food bags sent home with students every weekend
- ❖ Coat drives
- ❖ School Supplies
- ❖ Christmas Gifts

Safety, Cleanliness, and Adequacy of School Facilities

Mitchell Road Elementary and the Greenville County School District are committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan and regular fire and emergency drills are held. Cameras have been installed outside to ensure school security. Planning for various potential emergencies is done in coordination with the district and the school Crisis Management Plan stressing safety for the students first. The school and district participate in one regionally-coordinated drill each year.

Safety awareness is a key component at our school. The Greenville Legal Auxiliary sponsors Housewise/Streetwise, a child safety program made possible for third grade students through the efforts of parents and community volunteers. Ident-A-Kid furnishes identification badges for students. Students participate in the Firehouse Safety Program and Internet Safety (afterschool program). All students participate in routine bus evacuation drills. A system is in place in which students are accounted for during fire, tornado, and earthquake drills. Any visitor who enters the building must report to the office and wear an identification badge while on campus. We have a full time registered nurse, a part time nurse and several faculty/staff trained in First Aid and Cardiac Pulmonary Resuscitation.

Because our school is located at a heavily traveled intersection, we have two crossing guards, safety patrol monitors, and teachers on duty every morning and afternoon to ensure the safety of all students and faculty coming to and from school. All doors facing the outside of campus except the main and parking entrances are locked at 8 a.m. for protection from intruders. The school's Emergency Preparedness Plan is readily available in each classroom and on file with the local fire and police departments and the District Security Office. A committee of teachers, parents and emergency professionals revise and update the plan yearly. The school is equipped with a Quick Response Alert System, a weather radio, a fire alarm system, and a security system.

Specific safety concerns regarding buildings and grounds at the school site are handled by the district maintenance department if they cannot be remedied by on site custodians or utility workers assigned to site duties. Our professional staff of five custodians performs basic cleaning operations in every classroom on a daily basis

Other aspects of the school/district safety program include:

- ❖ District safety committee
- ❖ Crisis response team
- ❖ Bus evacuation drills
- ❖ Monthly fire evacuation drills
- ❖ Tornado / Earthquake Drills
- ❖ Safety Kits
- ❖ Intruder procedures
- ❖ Fire safety inspections
- ❖ Trained CPR
- ❖ School Check in for all visitors / volunteers

School Personnel

The staff at Mitchell Road Elementary School includes: twenty-five regular education teachers, one full time teacher for art, music, and PE, one media specialist, one part-time challenge teacher, two self-contained special education teachers, one full time resource teacher, one part-time resource teacher, one part time Reading Specialist, one full time reading interventionist, one full time speech/language specialist, one part-time speech/language specialist, and one part-time ESOL teacher. Our administration team includes our principal, administrative assistant, a full time instructional coach, and a full time guidance counselor. We have a number of paraprofessionals: five in kindergarten, one in the media center, one in our ESOL program and four in the special education self-contained classes. Number of years taught is displayed in the table below:

	1 st Year	1 - 5 years	6 - 10 years	11 - 15 years	16 - 20 years	21 - 25 years	26 - 30 years	30+ years
K4/K5	1	1		1	1		1	1
1st			2	1				1
2nd		1			1	2		
3rd	1				2	1		
4th			1	1	1			1
5th		1	1	1				
Special Education Speech/Language Challenge Reading ESOL	1	1	1	1		2	1	
Related Arts and Media Specialist				1		3		
Principal/ Assistant Principal/ Guidance/ Instructional Coach			2	1	1			

Additional support personnel include the district psychologist, special education coordinator, and two occupational therapists. Other support personnel include the secretary, clerk, plant engineer, four assistant custodians, two school nurses, and five food service workers. Sixty-nine percent of the certified teaching staff at Mitchell Road has earned a Master's Degree or higher. Twelve teachers have received National Board Certification. Sixty-seven percent are continuing contract teachers. Teacher retention is high at Mitchell Road

with ninety-three percent of teachers returning from the previous year. All teachers are highly qualified in the areas being taught. Teacher attendance is ninety-four percent.

Student Population

Baseline data for student enrollment at Mitchell Road Elementary is 45% Caucasian, 26% African American, 18% Hispanic, 4% Asian, and 8% classified as two or more races. There are 71 students with Limited English Proficiency at Mitchell Road this year. The student population is comprised of students with 8 home languages. These languages are English, Spanish, Arabic, Vietnamese, Korean, Farsi, Portuguese and Bulgarian.

The retention rate at Mitchell Road rose from 0.9% to 2%. There are currently 12 students attending Mitchell Road under the No Child Left Behind Act. Fifty students are being served in the gifted and talented program. Eighty-six students are in the ESOL program. There are forty-seven special education resource students being served, some for two periods each day. Our speech program serves forty-eight students.

Fifty-four percent of our students are served free and reduced lunch. Our current poverty index is 65.89 %. The student-teacher ratio in all core subjects is in compliance with the state guidelines. Teacher allocations are as follows:

5 Yr Old Kindergarten	26.0 : 1
Primary Grades 1-3	21.5 : 1
Elementary Grades 4-5	25.5 : 1

Maximum class sizes are within limitations. The average class-size for non-self-contained classes is 18 for grades 1-3 and 20 for grades 4-8.

Attendance and Mobility

Mitchell Road Elementary follows the South Carolina attendance law. Parents receive the state regulations regarding school attendance at the beginning of the school year. Students who exceed the policy are considered truant.

Student attendance rate at Mitchell Road is 97.6%.

Students with Disabilities

There are two Self-contained special education classes. There is one full time resource class that utilizes the pull-out and inclusion models to serve grades three through five. Another half time resource class serves kindergarten through second grade. One full time teacher and one half time teacher serve the speech students at Mitchell Road.

Academic Features

To achieve academic results, the school utilizes research based models such as: the continuous improvement process, Fountas and Pinnell balanced literacy model, Learning-Focused, RTI, Compass Learning, Everyday Calendar Math, and differentiation strategies to meet the needs of all of our students.

Instruction at Mitchell Road Elementary is currently based on the South Carolina Common Core Standards for ELA and mathematics. Instruction in content areas is currently based on the South Carolina Learning Standards for social studies and science. The South Carolina State Department of Education supplies funds for the purchase of textbooks in each subject area for all students in kindergarten through fifth grade. Greenville County currently uses the Houghton-Mifflin 2011 reading basal series and the Houghton-Mifflin 2012 math series in kindergarten through grade five to align with the common core standards. Kindergarten, first, and second grades use the 2005 Houghton-Mifflin social studies series, and grades three, four, and five use the 2005 Scott Foresman social studies series. The 2006 Macmillan science series is used in kindergarten through fifth grade classes. Greenville County provides an extensive online service, Rubicon Atlas, for all teachers in our county. This site provides quality standard based lessons and resources for each grade level in every subject area to assist teachers with planning and instruction.

Mitchell Road incorporates many educational strategies to address our diverse population. Many of these programs are district mandated, while others are solutions that we have found to address the varied needs and learning styles of all our students. Learning Focused strategies, Baldrige Quality tools, and Compass Odyssey software are just a few of the many strategies used to provide instruction. We constantly review the success of each program and refine our approaches.

A strong literacy curriculum has been developed based on the Fountas and Pinnell balanced literacy method. This research-based framework has been used successfully in schools across the nation. The reading curriculum includes direct phonics instruction, guided reading, self-selected reading, and writing. During guided reading, teachers work with small groups of students using leveled readers. The books have been selected with the specific students in each group in mind. Teachers are able to provide instruction that allow the readers to meet the demands of more challenging texts over time. A special resource center has been established where teachers can check out sets of leveled readers to use with their various groups. In addition to the Fountas and Pinnell balanced literacy program kindergarten and first grade teachers have carefully researched and implemented literacy stations into their daily class routines. An Early Reading Intervention program using DIBELS and AIMS Web assessments identifies and provides additional support for struggling students in kindergarten. Teachers also integrate science and social studies into the literacy program through the use of non-fiction, historical fiction and read-aloud books. Our school-wide staff development has focused on discovering means to improve student achievement through improved methodologies and instructional practices. Staff development has included school wide in-depth professional book studies, writing workshops from Clemson University's Upstate Writing Project, Fountas and Pinnell's balanced literacy methodology, and the use of common assessments in math.

Our math curriculum uses the newly adopted Houghton-Mifflin series in kindergarten through grade five. To address students' needs, teachers supplement this series in a variety of ways to increase higher level thinking skills. Most teachers at Mitchell Road have been trained to use the Everyday Counts Calendar Math Program to expand the range of student math experiences and ideas. Leapfrog Math and other computer programs are used for practice and review of math skills. The extensive use of manipulatives is used to further learning concepts. The Compass Odyssey software program is used to supplement and enrich students' math skills. Greenville County provides project science kits for hands-on science units. All kits are equipped with lessons and supplies to offer opportunities for exploration and discovery within the scientific method. Students use science journals to record information throughout the use of each kit. Classes also have access to the science lab that was added

to our facility during the renovation. Greenville County's Roper Mountain Science Center is utilized for hands-on experiences in all grade levels. State adopted textbooks are provided for each student.

Kindergarten through second grades use textbooks from Houghton-Mifflin and grades three through five use Scott Foresman texts for social studies. The social studies curriculum is addressed through historical fiction and read-aloud books integrated within the literacy curriculum, as well as field trips to Columbia and Charleston to enhance third and fourth grade social studies standards.

All related arts areas follow the Frameworks developed by the state. Art and music both use texts adopted by the district; the Portfolio series for art and the MacMillan's Share series for music. These curriculums are supplemented with other books, videos, instruments, reproductions and a variety of media. Creativity is also a large component of the related arts curriculums at Mitchell Road. Physical Education follows the state curriculum guidelines. Mitchell Road is fortunate to be involved in a Coordinated School Health program called **CATCH** which stands for Coordinated Approach To Child Health. A coordinated school health is a process which brings a school community together to teach children to be healthy for a lifetime. **CATCH** is the resource that is going to be used to coordinate this process. **CATCH** is broken down into 4 components, **Child Nutrition** which involves the school cafeteria, **Physical Education** which makes sure the students are involved in moderate to vigorous physical activity, **Classroom** where health and nutrition resources are available to supplement the already existing health curriculum and the **Family** component where there is take home material and hands on activities for families to interact and strike up dialog on healthful living.

Technology is infused into every aspect of the school. Students use the Internet to research and communicate. Digital cameras are very popular with students and teachers for field trips and learning experiences that are supplemented with writing. Various programs are used at all levels to create presentations with varying degrees of assistance. Brainpop, Compass Odyssey, Leapfrog Math, Graph Club, Earobics, Kidspiration, and Inspiration are just a few of many programs that are utilized at Mitchell Road for remediation and enrichment. Students attend the computer lab to work on various skills, such as keyboarding, researching, and publishing written work at least once per week. A secondary wireless lab is available for scheduling. All teachers have permanently mounted Promethean Boards used for interactive lessons. Many teachers at Mitchell Road are not only technologically proficient, but are teaching and mentoring others in the district. Each teacher has an up-to-date web page, which is accessed by parents, teachers and students to stay abreast of school and classroom activities. Parents often use e-mail to keep in contact with their child's teachers. Teachers also utilize Sign-up Genius and Remind 101 to communicate and schedule meetings with parents. Many of our internal communications both district and in-house are now e-mail based. We have a daily school news show written and produced by fourth and fifth grade students with the assistance of the media specialist and computer lab manager.

Pre-School Program

Mitchell Road is one of twenty-two elementary schools in the district with a full day four-year old kindergarten program. To be eligible, children must be four years of age by September 1 of the school year. The class at Mitchell Road currently serves twenty-three students. This program focuses on school readiness and improving literacy by exposing four-year old kindergarten children and adults to an environment rich in language and print.

Gifted and Talented

In Greenville County, the needs of the gifted and talented are met through a pull out program. In the third grade, students attend Challenge for 125 minutes each week. Students in grades four and five attend Challenge for 200 minutes per week. The mission is to maximize the potential of gifted and talented learners by providing programs and services, which match their unique characteristics and needs. Our goals and objectives are:

- ❖ To support mastery of core areas of learning at a pace and depth appropriate for gifted and talented learners.
- ❖ To develop an understanding of the concepts, themes, and issues which are fundamental to the disciplines and an appreciation for interrelationships among the disciplines.
- ❖ To develop independent learning skills.
- ❖ To develop critical and creative thinking, problem-solving, and decision-making skills.
- ❖ To develop effective communication skills.
- ❖ To develop creative expression and aesthetic valuing.

Identification of students is done through multiple criteria set forth by state law. All students are screened every year, beginning in second grade, and may enter the program at any level. Some students may begin Challenge classes in third grade. Once a student has qualified for the program, he or she does not have to qualify again and may be removed from the program only with the parents' consent. Currently, 20% of our third, fourth, and fifth grade students participate in the challenge program.

Assessment

Students are assessed in a variety of ways at Mitchell Road. Teacher observation and conferencing are daily assessments with students. In each grade level, assessments are designed to appropriately evaluate student progress and understanding. Each grade level administers benchmark or unit tests in reading and mathematics. Every student takes the same test in the appropriate grade level. These scores are used for determination of trends and careful monitoring of at-risk students. In addition, teacher-made tests, rubrics and project checklists help students and teachers evaluate work and learning. Portfolios help show student growth and progress.

As a part of the Greenville County Educational Plan, the school district has established a writing assessment for first through fifth grade students. The students are assessed three times during the school year. Each grade level has the same prompt. These writing samples are scored using a rubric and kept in a student portfolio. These assessments are administered to measure progress and growth. Grades are not given for these writing assignments. Running records are administered to all students in the fall, winter, and spring, to establish fluency levels using the Fountas and Pinnell Benchmark Toolkit.

The MAP (Measurement of Academic Progress) test is administered to second through fifth grade students each fall and spring to measure growth in reading, math, and language usage. Staff members have received extensive training in the use of this measurement. Each year our staff and administrators analyze standardized test data from PASS and Iowa Test of Basic Skills tests to determine strengths and weaknesses. Normative and criterion-based data are used to seek patterns in groups of students to determine factors that might affect student progress. Data is examined closely by sub-test, content cluster, and in terms of each student's ability. Teachers examine data from their previous year, as well as results of their current class. This information helps us to fine-tune our instructional program.

Each year our staff and administrators analyze standardized test data from PASS to determine strengths and weaknesses. Normative and criterion-based data are used to seek patterns in groups of students to determine factors that might affect student progress. Data is examined closely by sub-test, content cluster, and in terms of each student's ability. Teachers examine data from their previous year, as well as results of their current class. This information helps us to fine-tune our instructional program.

Behavioral Education Models

There are many non-instructional interventions and support systems at Mitchell Road. The faculty and staff set high expectations for all students and teach the importance of responsibility and self-reliance. Students are taught to choose appropriate behaviors in various situations.

Mitchell Road has a number of programs to develop self-esteem and promote pride in our school, including Black History Celebration, American Education Week and Red Ribbon Week. The Kiwanis Club sponsors Terrific Kids, a program for students who work to improve grades, leadership skills, and behavior. A Kiwanis volunteer attends the school's quarterly awards ceremonies to present T-shirts and certificates.

A variety of partnerships offer mentoring services to our students. A local church as well as Mentor Greenville provide mentors for many of our students who are in need of tutoring or an adult role model. Another nearby church facilitates the Good News Club on Tuesdays for approximately 60 of our students. This is a biblical based after school club, in which students listen to stories and make crafts one hour each week. Because of this strong collaboration with different community groups, our school was named a Flagship School of Promise.

Leadership training offers our students additional opportunities to become mentors and leaders. Students from first through fifth grade serve as "Friendly Greeters" to welcome new students and guide visitors through the school. Student Council representatives from third through fifth grade sponsor service projects, which involve everyone. These students collected canned goods for our troops overseas and pet supplies for the Humane Society. Student Council also sponsors hat days and candy gram sales to raise money to provide help for students' field trip needs. Fifth grade students that meet certain criteria, including good grades and model behavior, are recommended by teachers to be inducted into the Junior Beta Club. The Beta Club earns service hours through a variety of projects. Several classrooms participate in book buddies as well as peer tutoring and cooperative learning to allow students to practice leadership skills and responsibility.

Orthopedically-challenged students plant and maintain flowerbeds outside their classrooms with assistance from their peer mentors. Students in the orthopedically challenged classes participate in mainstream classes in the areas of science, health, and social studies. These students receive occupational and physical therapy, as well as vision services. Our speech/language pathologists serve students who have been identified with speech/language needs. Some non-verbal students use special computer equipment to enhance the educational process and allow for improved communication and individual progress.

Counseling and Other Student Support Services

Character Education is an integral part of developing ***Ready, Respectful, & Responsible students***. Students at Mitchell Road Elementary School receive a high level of support services from an outstanding staff. We have a full time guidance counselor who works with students, parents, teachers, and various social service organizations for the support of our school family. The guidance counselor provides classroom guidance, small group counseling, individual counseling, test coordinating, and also makes home visits when needed. Character education is provided through monthly lessons in the classroom from the Guidance Counselor embedded into the regular education curriculum. *The 7 Habits of Happy Kids* by Sean Covey is used to facilitate classroom discussions. Each month a new habit is taught and students are selected to represent their class as the Citizen of the Month based on the habits. The 7 Habits and a brief description of each habit are listed below:

- ❖ **Habit 1: Be Proactive** – You're in Charge
- ❖ **Habit 2: Begin with The End in Mind** – Have a Plan
- ❖ **Habit 3: Put First Things First** – Work First, The Play
- ❖ **Habit 4: Think Win-Win** – Everyone Can Win
- ❖ **Habit 5: Seek First to Understand Then to Be Understood** – Listen Before You Talk
- ❖ **Habit 6: Synergize** – Together Is Better
- ❖ **Habit 7: Sharpen the Saw** – Balance Feels Best

The Guidance Counselor also communicates with outside service providers when needed.

Our school psychologist serves a number of schools in the district in addition to Mitchell Road Elementary. Our site serves as her home-based school.

Our Assistance Team meets weekly to provide interventions for struggling students prior to a possible psycho educational referral. The Assistance Team is comprised of a coordinator, an administrator, several teachers, and special education representatives.

The instructional coach at Mitchell Road provides leadership for teachers by planning, collaborating, organizing, mentoring, and facilitating change to improve the instructional program in the school. Instructional coaches attend meetings and receive training in order to provide assistance for teachers and staff members in a variety of ways.

Extracurricular Activities

Mitchell Road has been able to educate our students, not only through academics, but through a variety of special programs:

- ❖ Mustang Minutes
- ❖ R.T.I. Reading Program
- ❖ Student Honor Roll
- ❖ Chorus
- ❖ Book Buddies
- ❖ After-school Program (ACE)
- ❖ Student Council
- ❖ Science Fair
- ❖ Terrific Kids Program
- ❖ Wireless Capabilities
- ❖ Safety Patrol
- ❖ Zumba Club
- ❖ Running Club
- ❖ Healthy Bodies Club
- ❖ Special Art Club
- ❖ Family Reading Night
- ❖ Good News Club
- ❖ Beta Club
- ❖ Be A Fan Club
- ❖ Culinary Creations Healthy Menu

Behavioral Models: School-wide Discipline Program

Mitchell Road Elementary will participate in a **Positive Behavior Intervention and Support system (PBIS)** which teaches and rewards positive behaviors.

SCHOOL WIDE BEHAVIOR EXPECTATIONS

- ❖ Be Ready
- ❖ Be Respectful
- ❖ Be Responsible

POSITIVE REINFORCEMENT FOR CLASSES, STUDENTS, AND TEACHERS

Individual Acknowledgements: Mustang Money (green cards)

- When students are caught being responsible, respectful, and/or ready in any area **listed on the matrix**, they can be given a Mustang Money Card. Any member of the Mitchell Road staff may issue a Mustang Money Card.
- Additional Mustang Money Cards may be given to students as a reward for positive classroom behavior. Examples:
 - ❖ Clean desk at the end of the day
 - ❖ ALL homework turned in for the week
 - ❖ Working well in group work
 - ❖ Proper use of time during morning work
 - ❖ Moving up the Ladder to Success

Note: Rewards for positive behavior is a teacher decision and may vary from class to class..

- Students are required to graph the number of cards they receive in their data notebooks.
- Minimum Acknowledgements: 10/day (first nine weeks) and 5/day (rest of the school year)
Maximum Acknowledgements: 100/week (first nine weeks) and 50/week (rest of the school year)

Note: By giving more compliments at the beginning of the year, we hope students will “buy-in” to the program.

Class Acknowledgements: Class Compliment Cards & Data Board Chart

- When an entire class is caught being responsible, respectful and/or ready, the class can be given a Class Compliment. Members of the Administration, Support Staff, or another classroom teacher may issue an unlimited number of Class Compliments based on the standards **currently listed on the matrix**. Examples:
 - ❖ Positive comments
 - ❖ Proper lunch line behavior
 - ❖ Perfect attendance for the week
- When giving a Class Compliment, be sure to acknowledge the positive behavior being rewarded. For example, one may say, “Your class is doing so well at standing quietly in the hallway. This shows respect for other students who are working in their classroom. Your class deserves a Class Compliment.”
- A teacher cannot give his/her own class a Class Compliment.

- Individual Class Compliments will be recorded on the classroom data board. The teacher will need to create a system of how to track each compliment for the grade level competition (more information on the grade level competition below).
- When a class reaches a High Five Benchmark, the teacher will place the class' mustang on the Class Compliment Chart located outside their classroom door. Students will be rewarded with the prize indicated on the High Five Benchmark chart.
- High Five Benchmarks will be acknowledged on the Mustang News Show on the first of every month. If a teacher would like for his/her class to be acknowledged, he/she will need to email Angie Cooley by the first of the month.
- **Class Compliment Grade Level Competition:** Grade levels will compete throughout the year for the highest number of Class Compliments per nine weeks period. Each week, grade levels will record their total number of Class Compliments on the bulletin board in the hub. (Weekly totals should be recorded by Friday afternoon.) At the end of the nine weeks period, the grade level with the most Class Compliments will receive a PBIS Class Compliment Award and be recognized on the Mustang News Show.
- High Five Designated Benchmarks

High Five	Prize
5	Bubble Gum or Sticker
10	Hat Day
15	Recess in the Courtyard or Free Classroom Time (centers, read, etc.)
20	Sit with a Friend at Lunch
25	Freeze Pops or Popsicles
30	Class Picture Displayed in a Frame on Bulletin Board
40	Tacky or Superhero Day
50	VIP Lunch on the Stage
60	Double Money Day
70	Movie Day or No Homework
80	PJ Dance Party
90	Class Name and picture on the Am News
100	Electronic Game Day
110	Stuffed Animals Day or Bubbles Party or Popcorn Party
125	Extra Computer Lab Time
150	Crazy Sock/Hair Day
175	Lunch in the Courtyard
200	Zumba Party in the Gym

TEACHER EDUCATION

- 1) Andreyra Boggs will serve as the PBIS team leader.
- 2) The Leadership Team will serve as the PBIS team and share/ discuss PBIS information with their grade level teams. Additional PBIS information will be provided at faculty meetings.
- 3) Teacher Acknowledgements- Teachers will be randomly recognized for their support and implementation of PBIS.

STUDENT EDUCATION

- 1) Teachers are responsible for teaching and reviewing the MRES Expectations Matrix with students at the beginning of the year and throughout the year as needed.

Since the implementation of Positive Behaviors Interventions and Supports we have seen a significant decline in student referrals. The chart below shows referral data from the first year of implementation 2009-2010.

Month	2010-2011	2011-2012	2012-2013	2013-2014
August	0 class referrals 0 bus referrals	2 class referrals 0 bus referrals	0 class referrals 0 bus referrals	0 class referrals 0 bus referrals
September	1 class referral 0 bus referrals	6 class referrals 2 bus referrals	1 class referral 5 bus referrals	3 class referral 0 bus referrals
October	2 class referral 3 bus referrals	1 class referrals 1 bus referral	4 class referrals 1 bus referral	1 class referrals 0 bus referral
November	3 class referrals 0 bus referrals	2 class referrals 2 bus referrals	0 class referrals 2 bus referrals	1 class referrals 0 bus referrals
December	2 class referrals 4 bus referrals	0 class referrals 0 bus referrals	0 class referrals 9 bus referrals	1 class referrals 2 bus referrals
January	3 class referrals 1 bus referrals	3 class referral 4 bus referrals	5 class referrals 2 bus referrals	0 class referrals 6 bus referrals
February	10 class referrals 1 bus referral	9 class referrals 0 bus referrals	3 class referral 4 bus referrals	1 class referral 3 bus referrals
March	7 class referrals 1 bus referrals	2 class referrals 0 bus referrals	6 class referrals 3 bus referrals	0 class referrals 2 bus referrals
April	5 class referrals 1 bus referral	5 class referrals 6 bus referrals	3 class referrals 6 bus referrals	6 class referrals 1 bus referrals
May	7 class referrals 2 bus referrals	7 class referrals 3 bus referrals	5 class referrals 0 bus referrals	1 class referrals 0 bus referrals
Total	53 referrals	55 referrals	59 referrals	31 referrals

MISSION, VISION, and BELIEFS

Mission Statement

It is the **mission** of Mitchell Road Elementary School to offer students a quality education in a safe, inviting environment while helping them learn responsibility, self-discipline and respect for others.

Vision Statement

Our **vision** is to provide a safe, nurturing and energized learning community, which empowers each child to be successful. We will achieve this by using a standard based curriculum that is progressive, challenging and fosters lifelong learners. Classroom instruction will be interactive, provide opportunities that are developmentally appropriate and integrate technology in all content areas. Authentic assessment will be utilized to reflect student achievement and assure continuous improvement for all learners.

Statement of Beliefs

We at Mitchell Road Elementary School believe:

- ❖ A focus on student learning and achievement is paramount in a child's educational program.
- ❖ The school should provide a learning environment that is encouraging, safe, clean and nurtured by competent teachers, administrators, and support personnel.
- ❖ In an educational program that offers a curriculum that is challenging and differentiated meeting the needs of each individual child.
- ❖ Educational experiences should enable students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.
- ❖ Each child should be provided with opportunities to establish himself as an individual as well as opportunities to function as a member of a group.
- ❖ Education is a continuous process of learning that involves the school, home, community, teacher and student.

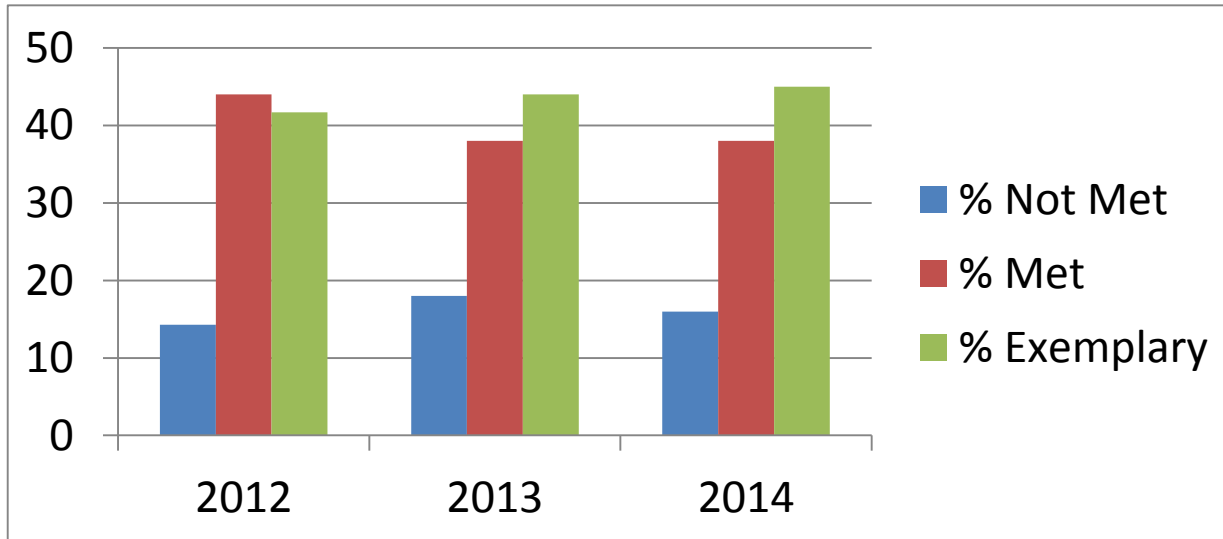
Student Learner Needs and Desired Results

Staff members continually review the demographics of our school and analyze how this impacts the achievement and behavior of our students. We also update our data, based on the most recent survey results and test score analysis, to document evidence of our students' levels of achievement. The goals and objectives outlined in our action plan are reflective of an intense study of this data. Current trends in research were considered in developing strategies for student learning as well as state and district curriculum standards.

DATA ANALYSIS and NEEDS ASSESSMENT

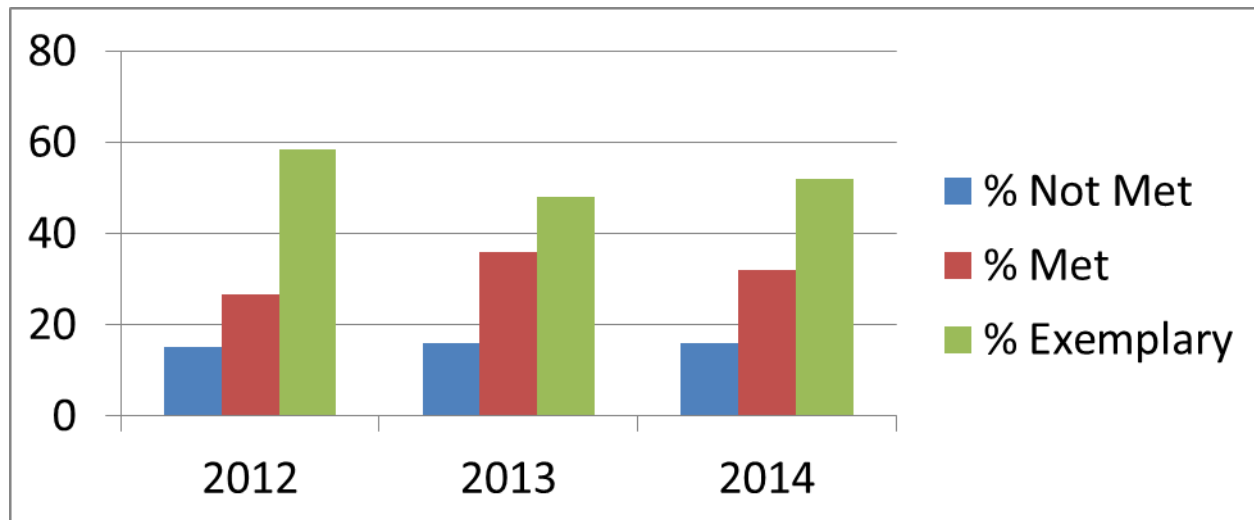
Student Achievement

Writing



WRITING	% Not Met	% Met	% Exemplary
2012	14.3	44	41.7
2013	18	38	44
2014	16	38	45

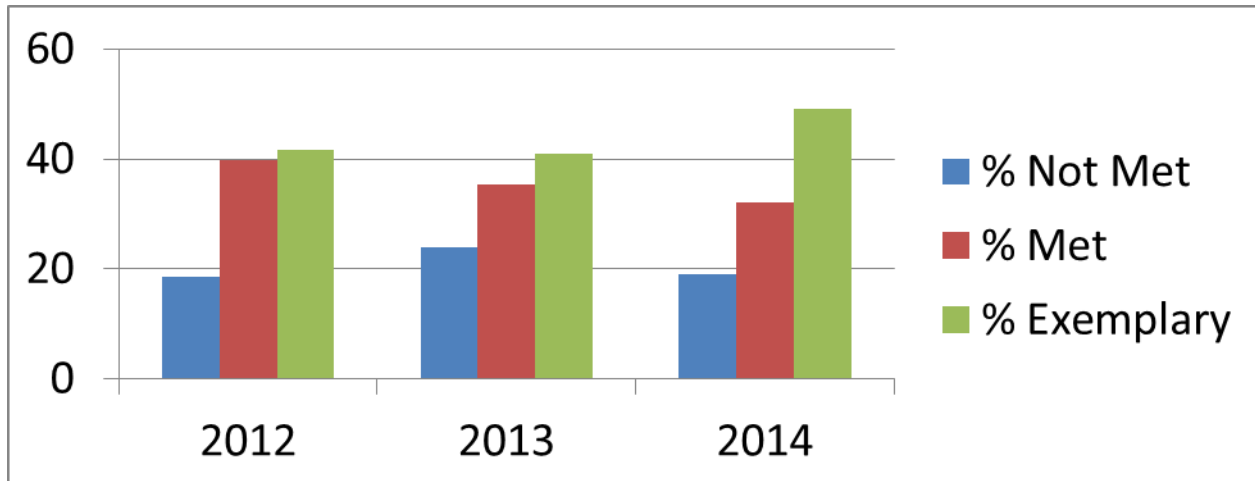
ELA



ELA	% Not Met	% Met	% Exemplary
2012	15.1	26.6	58.3
2013	16	36	48
2014	16	32	52

ELA – Mean Scale Score	2012-13	2013-14
Projected Performance	635	640
All Students	671.9	653.1
Male	662.9	651.2
Female	680.2	655.1
White	687.0	669.9
African-American	648.3	623.1
Asian/Pacific Islander	NA	NA
Hispanic	669.4	645.9
American Indian/Alaskan	NA	NA
Disabled	NA	NA
Limited English Proficient	676.8	650.6
Subsidized Meals	659.2	640.1

Math



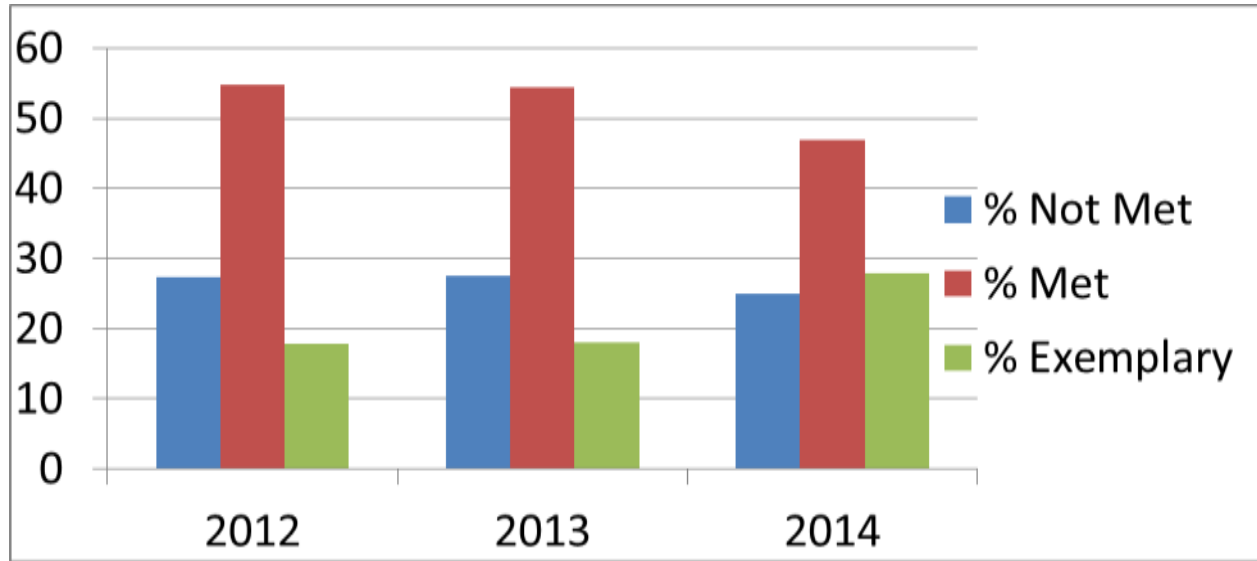
WRITING	% Not Met	% Met	% Exemplary
2012	14.3	44	41.7
2013	18	38	44
2014	16	38	45

Math– Mean Scale Score	2012-13	2013-2014
Projected Performance	635	640
All Students	657.9	653.3
Male	658.4	657.9
Female	657.4	648.1
White	673.9	672.5
African-American	630.4	616.2
Asian/Pacific Islander	NA	NA
Hispanic	659.3	650.1
American Indian/Alaskan	NA	NA
Disabled	NA	NA
Limited English Proficient	672.4	656.9
Subsidized Meals	643.8	632.5

% Tested ELA-School	2012-13	2013-2014
Projected Performance	95.0	95.0
Actual Performance		
All Students	100.0	100.0
Male	100.0	100.0
Female	100.0	100.0
White	100.0	100.0
African-American	100.0	100.0
Asian/Pacific Islander	NA	NA
Hispanic	100.0	100.0
American Indian/Alaskan	NA	NA
Disabled	NA	NA
Limited English Proficient	100.0	100.0
Subsidized Meals	100.0	100.0

% Tested Math-School	2012-13	2014-15
Projected Performance	95.0	95.0
Actual Performance		
All Students	100.0	100.0
Male	100.0	100.0
Female	100.0	100.0
White	100.0	100.0
African-American	100.0	100.0
Asian/Pacific Islander	NA	NA
Hispanic	100.0	100
American Indian/Alaskan	NA	NA
Disabled	NA	NA
Limited English Proficient	100.0	100.0
Subsidized Meals	100.0	100.0

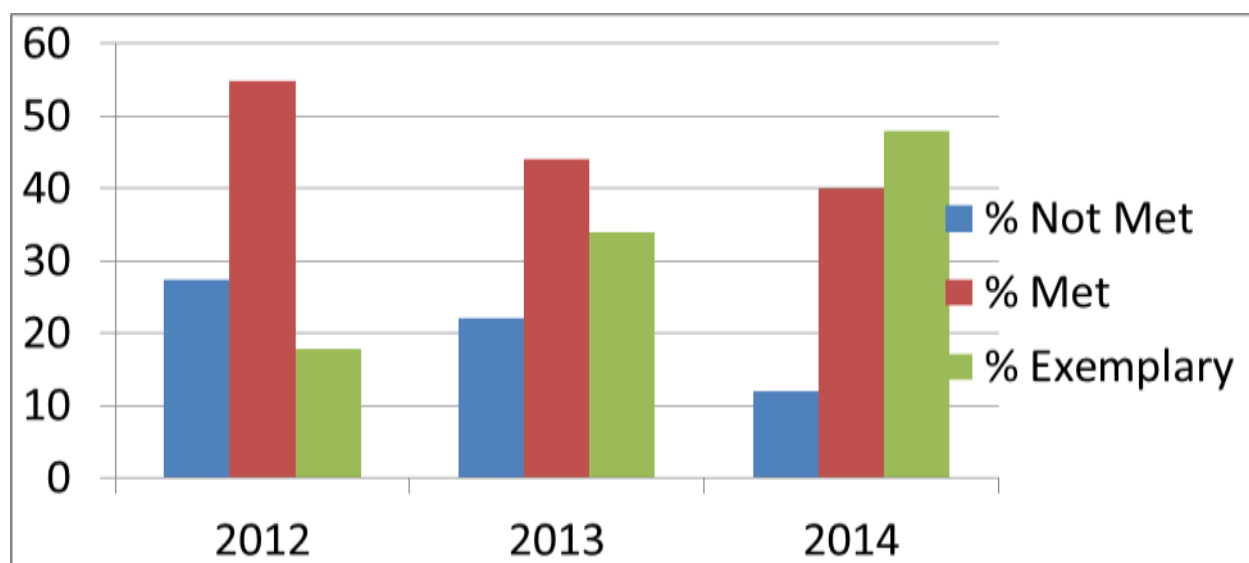
Science



SCIENCE	% Not Met	% Met	% Exemplary
2012	27.4	54.8	17.9
2013	27.5	54.5	18
2014	25	47	28

Science– Mean Scale Score	2012-13	2013-2014
Projected Performance	635	640
All Students	625.5	636.1
Male	624.9	636.7
Female	626.0	635.5
White	634.8	655.7
African-American	612.6	604.4
Asian/Pacific Islander	NA	NA
Hispanic	608.0	NA
American Indian/Alaskan	NA	NA
Disabled	NA	NA
Limited English Proficient	619.4	NA
Subsidized Meals	613.1	618.4

Social Studies



SOCIAL STUDIES	% Not Met	% Met	% Exemplary
2012	11.4	44.6	44
2013	22	44	34
2014	12	40	48

Social Studies – Mean Scale Score	2012-13	2013-14
Projected Performance	635	640
All Students	644.7	658.4
Male	650.4	667.8
Female	638.6	648
White	660.0	673.0
African-American	624.3	631.2
Asian/Pacific Islander	NA	NA
Hispanic	641.6	NA
American Indian/Alaskan	NA	NA
Disabled	NA	NA
Limited English Proficient	650.2	NA
Subsidized Meals	637.4	647.5

PASS DATA SUMMARY

A review of PASS data over the last three years shows improvement in ELA, Writing, Science, and Social Studies scores.

- Writing scores 2014 (Grades 3-5) 82% met/exemplary-increased 1% from 2013 and decreased 2% from 2012
14.3% not met-decreased 2% from 2012.
- ELA scores 2014 (grades 3-5) 84% met/exemplary-remained the same from 2013 and increased 0.9% from 2012
16% not met-increased 0.9% from 2012.
- Math scores 2014 (grades 3-5) 83% met/exemplary-increased 1% from 2013 and decreased 2.7% from 2012
16% not met-decreased 2% from 2013 and increased 1.7% from 2012.
- Science scores 2014 (grades 3-5) 75% met/exemplary-increased 2.3% from 2012
25% not met-decreased 2.4% from 2012.
- Social Studies scores 2014 (grades 3-5) % met/exemplary-decreased 0.6% from 2012, but increased 10% from 2013. 12% not met-increased 1.4% from 2012, but decreased 10% from 2013.

Baseline data 2013-2014 projected performance for all students in grades 3-5 indicate MRE actual scores surpass the projected mean scale scores in all subjects except science.

- ELA- Projected Performance: 640 MRE Actual performance: 653.1
- Math- Projected Performance: 640 MRE Actual performance: 653.3
- Science- Projected Performance: 640 MRE Actual performance: 636.1
- Social Studies- Projected Performance: 640 MRE Actual performance: 658.4

Baseline data 2013-2014 projected performance for subgroups (male, female, Caucasian, Hispanic, limited English proficient, subsidized meals) in grades 3-5 indicates MRE actual scores surpass the projected mean scale scores of 640 in ELA. One subgroup (African American) fell below the projected mean scale scores of 95 in ELA (631.2), math (616.2), and social studies (631.2). All subgroups, except Caucasian (655.7) fell below the projected performance of 640 in science. Science scores for all subgroups are listed below. These scores will need to be examined closely to determine a course of action to improve performance for the students in these subgroups.

Science Projected Performance 640						
Male	Female	Caucasian	African-American	Hispanic	Limited English Proficient	Subsidized Meals
636.7	635.5	655.7	604.4	NA	NA	618.4

One hundred percent of students were tested in ELA and math PASS, surpassing the baseline of 95%.

Mitchell Road Elementary Iowa Tests of Basic Skills (ITBS) Grade 2 Fall 2013 and Fall 2014

School	2012-2013	2013-2014
Reading Comprehension Actual	61%tile	
Mathematics Concepts Actual	52%tile	
Mathematics Problems Actual	63%tile	

Second grade students at Mitchell Road Elementary exceeded the 50th percentile national norm in all three areas.




Mitchell Road Elementary

Professional Development 2014-2015

GOAL 1 ELA:	For the 2014-2015 school year, a minimum of 54% of students (137 students out of 254) in grades 3-5 will meet their target RIT score on the Measures of Academic Progress (MAP) test in the area of reading.
GOAL 2 MATH:	For the 2014-2015 school year, a minimum of 57% of students (145 students out of 254) in grades 3-5 will meet their target RIT score on the Measures of Academic Progress (MAP) test in the area of mathematics
PURPOSE:	<p>The purpose of professional development is to prepare and support educators to help all students achieve to high standards of learning and development.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> • is aligned with rigorous state student achievement standards as well as local educational and school improvement goals; • focuses on teachers as central to student learning, yet includes all other members of the school community; • focuses on individual, collegial, and organizational improvement; • respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community; • requires substantial time and other resources; • reflects best available research and practice in teaching, learning and leadership; • enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
OVERVIEW	<p>Professional development will focus on the following areas of emphasis:</p> <ul style="list-style-type: none"> ❖ Common Core State Standards ❖ Balanced Literacy (Fountas and Pinnell Guided Reading) ❖ Google Sites Use for classroom teacher web sites ❖ Digital Writing ❖ Student-centered instruction <p>In addition, a minimum of two (2) teacher-led professional development opportunities on “<i>Best Practice</i>” will be provided (GCS teacher survey results were considered to determine Topics).</p> <p><u>Curriculum Committee Chairs:</u> Distribute GCSD contact meeting schedule. All committee members must sign up to attend meetings throughout the year.</p>

Mitchell Road Professional Development Calendar 2014-2015

Date	Time	Details	Presenter
Aug. 12	9:00-10:00	School Goals/Data	Kern, Boggs
Aug. 15	8:30-11:00	Prof. Dev. calendar/PBIS/Schedules/Safety/Handbook	Kern, Boggs, Hughes
Sept. 3	3:00-4:00	Balanced Lit: Reading/Writing connection	Hughes, Haltiwanger, Weekes, Railey
Oct. 1	3:00-4:00	Balanced Lit: Genre study for readers and writers	Hughes, Haltiwanger, Weekes, Railey
Nov. 5	3:00-4:00	Balanced Lit: Thinking, Talking and Writing about Reading	Hughes, Haltiwanger, Weekes, Railey
Dec. 3	3:00-4:00	Digital Writing/6+1 refresher	Hughes, Saunders, Hartman
Jan. 7	3:00-4:00	Balanced Lit: Thinking, Talking and Writing about Reading	Hughes, Haltiwanger, Weekes, Railey
Feb. 4	3:00-4:00	Balanced Lit: Thinking, Talking and Writing about Reading	Hughes, Haltiwanger, Weekes, Railey
Mar. 4	3:00-4:00	Balanced Lit: Thinking, Talking and Writing about Reading	Hughes, Haltiwanger, Weekes, Railey
Apr. 8	3:00-4:00	Guidance	Davidson

Date	Time	Details	Presenter
Sept. 17	3:00	Monthly Curriculum Webinar share	Curriculum Committee Chair
Oct. 15			
Nov. 19			
Dec. 17			
Jan. 21			
Feb. 18			
Mar. 18			
Anr. 22			

Date	Time	Details	Presenter
Sept. 30	During team planning		Hughes
Dec. 9			
Mar. 24			
May 5			
*The content in these sessions will be based on information received from teachers on the <i>Instructional Planning Sheet</i> .			

Date	Time	Details	Presenter
Aug. 12	10:00	Orientation	Boggs, Hughes
Aug. 14	8:00-11:00 (P) 12:00-3:00 (I)	Balanced Lit Overview	Murray, Burgess
Sept. 4	3:30-5:00 (P)	Balanced Lit Overview	Murray, Burgess
Sept. 17	7:00-7:30 a.m.	PBIS/Discipline	Hughes
Oct. 7	3:30-5:00 (I)	Balanced Lit Overview	Murray, Burgess
Oct. 15	7:00-7:30 a.m.	Benchmarking	Hughes, Keever
Oct. 23	3:30-5:00 (I)	Balanced Lit Overview	Murray, Burgess
Nov. 6	3:30-5:00 (P)	Balanced Lit Overview	Murray, Burgess
Nov. 19	7:00-7:30 a.m.	Guided Reading groups	Hughes
Jan. 21	7:00-7:30 a.m.	Second Half Tips	Hughes
Feb. 18	7:00-7:30 a.m.	The Energy to Teach	Hughes
Mar. 18	7:00-7:30 a.m.	Student Achievement	Hughes
Apr. 22	7:00-7:30 a.m.	End of Year preview	Hughes

Google Sites—Wednesday, September 24, 2014 3:00-4:00 Steve Huff
Teacher Share: Best Practices
Teacher Share: Technology
Teacher Share: Promethean Board
Poster Maker Refresher

Professional Development 2014-2015 will focus on the following topics:

- ❖ Student-centered instruction
- ❖ Using data to drive instruction
- ❖ Best Practices in math

School Climate Needs Assessment

The Mitchell Road administration and faculty believe that an emphasis on school, home, and community cooperation helps create a supportive and nurturing environment for the students. Results from the yearly parent, student, and teacher survey indicate overall satisfaction with the school learning environment and school-home relationships. Student survey results show some concern with the social and physical school environment. Unfortunately, students are forced to deal with the reality that tragic violent events occur in schools today. It is understandable that this may lead to anxiety about school safety factors. Educators take this issue very seriously and go to great lengths to ensure the wellbeing of everyone in the school environment.

LEARNING ENVIRONMENT SURVEY RESULTS	
PARENT SATISFACTION	92.2%
STUDENT SATISFACTION	94.0%
TEACHER SATISFACTION	100%

SOCIAL and PHYSICAL ENVIRONMENT SURVEY RESULTS	
PARENT SATISFACTION	92.2%
STUDENT SATISFACTION	91.4%
TEACHER SATISFACTION	100%

SCHOOL-HOME RELATIONS SURVEY RESULTS	
PARENT SATISFACTION	78.0%
STUDENT SATISFACTION	96.4%
TEACHER SATISFACTION	100%

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

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

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

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

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

Baseline data to be established in 2014-15.

ACT ASPIRE ENGLISH

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

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

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

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

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

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

Baseline data to be established in 2014-15.

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

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

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

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

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

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

Baseline data to be established in 2014-15.

ACT ASPIRE MATH

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

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

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

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

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

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

Baseline data to be established in 2014-15.

ACT ASPIRE % TESTED

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

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

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

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

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

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

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

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

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

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

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

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

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

SCPASS SOCIAL STUDIES

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

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

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

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

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

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

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

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

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

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

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

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

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



**Strategic Education Plan
2013-2018**

ACTION PLAN: Goal 1 Raise the academic challenge and performance of each child.

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
1.1 Teachers will utilize a clearly defined, standards-based, curriculum for all students in grades 4K-5th.			None	None	Lesson Plans Classroom Obeservations
a) Integrate the Common Core State Standards (refer to timeline).	2013-2018	GCSD Academic Division Administrators Classroom Teachers IC	None	None	Common Core Professional Development Agendas Lesson Plans Assessments
b) Conduct vertical team meetings to review and improve understanding of grade appropriate standards in all subject areas (Curriculum Committees serve as vertical teams).	2013-2018	Administrators Curriculum Committee Chairs	None	None	Meeting Agenda / Minutes
c) Conduct grade level meetings to review and improve understanding of grade appropriate standards in all subject areas (4x a year with administration and monthly	2013-2018	Administrators Faculty Leadership Team Members	None	None	Meeting Agenda /Minutes

with IC).					
d) Integrate literacy skills across all content areas.	2013-2018	Administrators, IC, Classroom Teachers	None	None	Professional Development Agendas Lesson Plans Classroom Observation Data
e) Ensure standards-based curriculum is implemented in resource (inclusion model 3 rd -5 th), self-contained, and ESOL programs.	2013-2018	Administrators Special Ed. Teachers ESOL Teachers	None	None	Lesson Plans Classroom Observation Data
f) Develop lesson plans that are aligned to the state standards.	2013-2018	Administrators Classroom Teachers	\$1,200.00 (OnCourse Lesson Plan)	Local	Lesson Plans
g) Include 21 st Century skills across all content areas.	2013-2018	GCSD Academic Division Administrators IC	None	None	Professional Development Agendas Lesson Plans
1.2 Instructional staff will identify student strengths and weaknesses in all content areas in order to develop academic and personal goals.					
a) Teacher goal setting conferences with administration.	2013-2018	Administrators	None	None	PAS-T Notebook Goal Setting Form Goal Setting Conference Schedule
b) Student/Teacher conferences (MAP Targets, F & P Reading Levels)	2013-2018	Classroom Teachers	None	None	Student Data Notebooks
c) Student Data Walls / Student Data Notebooks / Classroom Data Center	2013-2018	Administrators Classroom Teachers	None	None	Data Wall Student Data Notebooks
1.3 Continue to Implement Response to Intervention (focus 5K & 1st grade)					

a) Pilot Leveled Literacy Intervention (LLI) during the 2013-2014 school year in first grade. (Leveled Literacy Intervention is a program developed by Fountas & Pinnell and published by Heinemann.	2013-2018	Administrators Interventionist	15,000 Interventionist	Local	Aimsweb Data
b) Continue to monitor and track student progress to determine: ~A Team Referrals ~5K & 1 st Grade Retentions	2013-2018				
1.4 Ensure that students with Limited English Proficiency (LEP) demonstrate proficiency in English and develop higher levels of academic achievement.					
a) Implement research based curriculum models to meet the needs of LEP students with a focus on reading (leveled readers) writing, and comprehension.	2013-2018	Administrators GCSD ESOL Dept. ESOL teacher / aides	None	None	Professional Development Agenda Classroom Observation Data Lesson Plans
b) Focus on vocabulary instruction across all content areas. (Ron Clark strategies, Roots and Stems, Building Academic Vocabulary)	2013-2018	ESOL teacher/aide	None	None	Lesson Plans Classroom Observation Data Student Data of words learned
c) Conduct quarterly meetings (held prior to PTA meetings) with ESOL parents and provide additional strategies for the home.	2013-2018	ESOL Teacher / Aide	None	None	Meeting Agenda
1.5 Analyze available data to identify weaknesses and improve student achievement. a. PASS Data b. MAP Data (Fall to Spring) c. Math / Reading Benchmark	2013-2018	Administrators IC Classroom Teachers	None	None	PAS-T Notebook Teacher Data Notebook Charts / Graphs of Data Meeting Agendas Data Presentations

d. Fountas & Pinnell Levels e. Common Assessments f. Pre/Post Assessments					
1.6 Continue to implement research-based instructional delivery models. a. Balanced Literacy (Fountas & Pinnell) Note: 2012-2013 second year of implementation b. Learning Focused c. 6 + 1 Traits of Writing (Writing Across the Curriculum) d. Curriculum Integration e. STEM (As training becomes available) f. Inclusion (LD special education students when appropriate)	2013-2018	Administrators IC Classroom Teachers	None	None	Classroom Observation Data Lesson Plans Professional Development Agendas Meeting Agendas
1.7 Improve the overall health and academic performance of all students through the implementation of a coordinated school health system.					
a) Continue to Implement the Coordinated Approach To Child Health program (CATCH) for grades 5K-5 th .	2013-2018	Administrators PE Teacher Classroom Teacher	None	None	Healthy Tips Newsletter Information CATCH Bulletin Board CATCH Brochure
b) Continue to implement strategies to improve the five health related fitness components: 1) cardio vascular endurance, 2) muscular endurance, 3) muscular strength,	2013-2018	PE Teacher	None	None	Fitness Gram Results Lesson Plans Classroom Observation Data

4) flexibility, and 5) body composition.					
c) Continue to implement the Culinary Creations menu which focuses on fresh fruits and vegetables.	2013-2018	GCSD Food Service Dept. Cafeteria Manager	None	None	Menu Healthy Snacks and Birthday Treats Policy
d) Encourage students to make healthy food choices and increase their physical activity time.	2013-2018	Cafeteria Manager Club Sponsors	Club Fees (No cost to the school)		State Mandated Physical Activity Report Healthy Snacks and Birthday Treats Policy Student Participation in Running, Zumba & Healthy Bodies club
e) Implement the Nutrition & Physical Education sections of the School Health Index (beginning 2013-2014 school year).	2013-2018	GCSD Science Committee (CATCH)	None	None	Training Agenda TBA
f) Continue our partnership with Live Well Greenville and other health service providers (American Heart Association, GHS, Blood Connection, Safe Kids Upstate, etc).	2013-2018	Administrators PE Teacher	None	None	Letters of Participation Live Well Greenville School Health Inventory
g) Coordinate an annual school-wide health fair.	2013-2018	Administrators PE Teacher	None	None	Health Fair Passport
1.8 Develop and implement research based assessments to support student achievement and data-driven decision making in all grades 4K-5th.					
a) Use Common Core-aligned rubrics to assess informational, argument, and narrative writings.	2013-2018	GCSD Academics Division Administrators IC	None	None	Rubrics

		Teachers			
b) Develop Common Core-aligned assessments to include performance-based (Smarter Balanced), word processing skills and DBQs.	2013-2018	GCSD Academics Division Administrators IC Teachers	None	None	Assessments
1.9 Utilize current and emerging technology to create student-centered environments that enhance academic achievement.					
a) Implement the Internet Safety Standards grades 5K-5 th (refer to Internet Safety Standards Assurance Form).	2013-2018	GCSD Academics Division Teachers	None	None	Internet Safety Assurance Form Lesson Plans
b) Integrate Web 2.0 Tools into the curriculum grades 5K-5 th .	2013-2018	Administrators IC Teachers	None	None	Professional Development Agenda Lesson Plans
c) Utilize standards based educational software (websites) to remediate and /or accelerate student achievement in ELA and Mathematics (Compass Learning, IXL Math, etc.)	2013-2018	IC Teachers	None	None	Individual student reports

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL:

ANNUAL OBJECTIVE:

DATA SOURCE(S):

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

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
2.1 Encourage teachers/administrators to keep certification current.	2013-2018	Administrators Teachers GCSD HR Department	None	None	Teacher Certification Credentials
2.2 Encourage teachers to take Intel Teach to the Future class to satisfy the State Department technology requirement	2013-2018	Administrators	None	None	Certificate of Completion
2.3 Provide mentors for new teachers to the profession and to the school.	2013-2018	Administrators	None	None	List of Mentors
2.4 Provide innovative ongoing professional development for teachers that support recertification requirements. a) Teachers Training Teachers b) Upstate Consortium c) School Visits	2013-2018	Administrators Instructional Coach	1,500 (Substitutes)	Local Professional Development Funds	Professional Development Calendar
2.5 Provide training and resources to teachers in order to help them integrate technology into the curriculum, instruction, and assessment.	2013-2018	GCSD Academics Division Administrators Instructional Coach	None	None	Professional Development Calendar (district / school)
2.6 Provide ongoing training to teachers for the implementation of Common Core State Standards.	2013-2018	GCSD Academics Division Administrators Instructional Coach	None	None	Professional Development Calendar (district / school)

a) School Based Trainings b) District Contact Meetings c) 5K Regional Meetings					
2.7 Review PAS-T teacher evaluation expectations annually.	2013-2018	GCSD HR Department Principal	None	None	Professional Development Calendar Meeting Agenda
2.8 Establish a Professional Learning Community through Curriculum Committees, Grade Level Teams, and Faculty Leadership Council in order to provide a vehicle for professional conversations.	2013-2018	Administrators Instructional Coach	None	None	Meeting Agenda/ Minutes Curriculum Committee Assignments

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 <u>Actual</u>	97.1%	96.7					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

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 **87.5%** in 2012 to **92.5%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **1.0** percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.5	89.5	90.5	91.5	92.5
School <u>Actual</u>	87.5	92.9	84.0				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*						

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from **89.9%** in 2012 to **94.9%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **1.0%** 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	90.9	91.9	92.9	93.9	94.9
School Actual	89.9	90.8	94.0				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8						

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at **95.5%** from 2012 through 2018.

ANNUAL OBJECTIVE: Maintain the percent of teachers who feel safe at school during the school day at 95.5%

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	95	95	95	95	95
School <u>Actual</u>	95.5	100	100				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0						

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who indicate that their child feels safe at school at **96.0%** from 2012 through 2018.

ANNUAL OBJECTIVE: Maintain the percent of teachers who feel safe at school during the school day at 96%

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	96	96	96	96	96
School Actual	96	96.5	92.2				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*						

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

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from **92.1%** in 2012 to **94.6%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **.5** 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	92.6	93.1	93.6	94.1	94.6
School <u>Actual</u>	92.1	86.5	91.4				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9						

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at **95.5%** from 2012 through 2018.

ANNUAL OBJECTIVE: Maintain the percent of teachers who feel safe at school during the school day at 95.5%

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	95.5	95.5	95.5	95.5	95.5
School Actual	95.5	100	100				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9						

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
3.1 Promote Perfect Attendance school-wide among faculty / students.					
a) Recognize students for perfect attendance monthly, quarterly, and yearly by presenting students with Perfect Attendance Awards.	2013-2018	Attendance Clerk Assistant Principal	1,100	PTA General Fund	
b) Recognize fifth grade students with Five Years of Perfect attendance at the Fifth Grade Graduation.	2013-2018	Attendance Clerk EOY Awards Committee	1,100	PTA	
c) Recognize faculty quarterly for perfect attendance by presenting Perfect Attendance Awards.	2013-2018	Administrators	None	None	
3.2 Intervention conferences with parents of students who miss 3 consecutive or 5 unexcused absences.	2013-2018	Attendance Clerk Guidance Counselor			
3.3 Promote a healthy learning environment for teachers and students.	2013-2018				
a) Review quarterly building inspections with the Plan Engineer and discuss areas of improvement.	2013-2018	GCSD Building Specialist Plant Engineer	None	None	Building Inspection Results Improvement Plan (if applicable)
b) Follow health guidelines to disinfect classrooms when students/teachers get sick.	2013-2018	Plant Engineer Custodial Staff	None	None	Completion of Safety Videos Certificates MSDS Sheets
3.4 Utilize hand sanitizer dispensers when appropriate	2013-2018	Custodial Staff Teachers	None	None	Student Use

and promote frequent hand washing.		Nurse			
3.5 Implement Positive Behaviors Interventions and Supports (PBIS) school-wide.					
a) Update PBIS plan yearly	2013-2018	Assistant Principal Faculty Leadership Team	None	None	PBIS Plan
b) Provide school-wide training at the beginning of the year to teachers and students.	2013-2018	Assistant Principal Faculty Leadership Team	None	None	Training Agenda
c) Provide student incentives through monthly visits to the PBIS store.	2013-2018	Administrators	1,600	Local	Store Schedule
3.6 Conduct all required teacher, student, and parent surveys.					
a) Analyze SC Report Card surveys results (teacher, student and parent) and use the data to enhance the learning environment and school safety.	2013-2018	Administrators	None	None	Survey Results
b) Analyze GCSD teacher survey and use the data to improve the learning environment and school safety.	2013-2018	Administrators	None	None	Survey Results
c) Analyze the AdvancED stakeholder survey and use the data to improve the learning environment (when available)	2013-2018	Administrators	None	None	Survey Results
3.7 Update and maintain a school safety plan in CPO	2013-2018	Administrators	None	None	Safety Plan

Tracker (Crisis Management Software)					
a) Provide and train all faculty/staff on school safety procedures	2013-2018	Administrators	None	None	Safety Notebook / bookbag Meeting Agenda WAAG Safety Reminders
Conduct all required drills: a) Fire Drill b) Earthquake Drill c) Lockdown Drill d) Tornado Drill	2013-2018	Administrators	None	None	Drill Log

School Report Card Link:

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