Woodland Elementary School

"Lighting the way and changing the world"

Strategic Plan for 2013-2018

Wanda G. Mote, Principal
Le'Keisha Brown, Assistant Principal
Katrina Miller, Assistant Principal

1730 Gibb Shoals Road
Greer, South Carolina 29650
864-355-0400

Greenville County Schools, Mr. Burke Royster, Superintendent

Woodland Elementary School Strategic Plan
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Lighting the Way....

Changing the World

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Woodland Elementary 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

Michael Stokes		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Wanda Mote		
PRINTED NAME	**SIGNATURE**	**DATE**

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SCHOOL ADDRESS: 1370 Gibb Shoals Road   Greer, SC 29650

SCHOOL'S TELEPHONE: (864) 355-0400

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN
(Mandated Component)

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

POSITION	*NAME*
1. PRINCIPAL	Wanda Mote
2. TEACHER	Angela Watts
3. PARENT/GUARDIAN	Frances Stone
4. COMMUNITY MEMBER	Joan Gilbert
5. SCHOOL IMPROVEMENT COUNCIL	Louise Fore

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

POSITION	*NAME*
Assistant Principal	Le'Keisha Brown
Assistant Principal	Katrina Miller
Instructional Coach	Louise Gillespie

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

ASSURANCES FOR SCHOOL PLAN
(Mandated Component)

Act 135 Assurances

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

__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 a preschool special education program for one class of **three** and **four-year-olds**. 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**

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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.

Woodland Elementary School Faculty and Staff

2014-2015
Wanda Mote, Principal
Le'Keisha Brown, Assistant Principal and Katrina Miller, Assistant Principal
Louise Gillespie, Instructional Coach
Lisa Carter- Secretary, Diana Wood- Attendance Clerk
Jane Fowler- Office Clerk, Dawn Conrad- Office Clerk
Anna Woodfield -Nurse, Leann Malone- Nurse

Kindergarten
Cathy Bailey
Lucy Coates, Asst.
Carol Crocker
Shelia Johnson, Asst.
Anne Higginbotham
Jodie Sackett, Asst.
Diana Pitman
Dale Black, Asst.
Angela Raines
Debbie Vaughan, Asst.
Angela Watts
Patty Edwards, Assist.
Rebecca Wells
Kathy Friedholm, Asst.

First Grade
Lauren Ackerman
Lisa Allison
Dettie Bach
Carol Barnhill
Britany Buckley
Louise Earley
Christie Klessens
Angela Hall
Salli Troyan
RTI-Corley Lollis
Sharon Gather

Second Grade
Kathy Amick
Theresa Franklin
Erin McCauley
Karen McClain
Katherine Redfern
Carol Scudder
Kathleen Walsh

Literacy Specialist
Cresent Railey

Third Grade
Rebekah Chaffee
Pat Lipsey
Brandy Manley
Suzanne Montgomery
Sarah Odom
Melissa Pitts
JJ Roper

Fourth Grade
Gidget Athey
Samantha Barnhill
Blair Brading
Matt Moser
Samantha Powers
Samantha Tate

Fifth Grade
Lisa Allred
Jennifer Dixon
Leisa Guest
Mandy Howe
Bakita Knebel
Marsha Linder
Catherine Sever
Shannon Vance

Resource
Crystal Emus
Kasandra Shofner
Suzanne Sneed

EDSC
Atrez Flemings
Courtney Neas
Kelli Mullinex

Preschool Sp Ed
Britany Miller
Joanna Belhumer

Art
Kristina Laird-Arnold
Matt Smith

Music
Krista Ennis
Melody Linaman

Physical Education
Corey Parker
Nomar Rodriguez

Challenge
Carol Tate

Media Center
Pam Hill
Courtney Rouse
Mamie Waters, Clerk

ESOL
Abbye Dilling
Sara Malloch
Piedad Patino, Aide

Computer Lab
Sharon Gathers
Jeffery Upton

Speech
Amanda Atkinson
Brittany Hoffman

Guidance Counselors
Elizabeth All
Sharon Kirton

Custodial Staff
Silvia Carrington
Patricia Hawkins
Paula Ortega
Marilyn Mitchell

INTRODUCTION

In the spring of 2013, Woodland Elementary School began the development of a strategic education plan for the five year period 2013-2018. The plan follows the pattern of the ten strategic plans developed previously. The Woodland Elementary School Strategic Plan has been developed yearly to guide our actions and document the changes and progress our school has made in improving student achievement. It is our belief that the plan provides a vehicle for developing capacity, self-assessment, communication, and accountability that will lead to substantive school improvement. Each year our plan is updated and revised as necessary. Staff members, SIC members and PTA members are given the opportunity for input and kept informed of our progress.

Upon reviewing our plan, our staff observed that we were striving for high academic achievement. Our school maintains high quality in all areas of operations. During the process of the self-study we made several important goals to continue throughout the coming years:

- Review our mission, vision and belief statements annually and revise if needed.

- Use the strategic plan to guide us in professional development and instructional focus. Incorporate successful strategies into our daily operating plan, eliminating the unsuccessful strategies.

- Continue to analyze our student data to drive the direction of our action plan.

Executive Summary

Student Achievement

Woodland Elementary has maintained a high level of student achievement in all areas on the SCPASS Assessment and received a 98.4, 94.2 and a 97.3 (Grade A) on our School Report Card for the past three years as reported by the ESEA Federal Accounting Rating. In the fall of 2014, Woodland received a "Gold" Award for student achievement. During previous school years, Woodland has been consistently awarded the Palmetto Gold Award for Student Achievement and the Palmetto Silver Award for Closing the Gap. However, in 2011-12, we were honored to receive the "Gold-Gold" Award. Although improvement has been made, our area of challenge continues to be our Disabled and ESOL Subgroups.

Teacher and Administrator Quality

Woodland's Faculty and Staff continue to pursue strategies and "best practices" that will promote achievement for all students. To this end, our goal has been to increase the knowledge and expertise of our teachers in the implementation of Balanced Literacy. Over the next year, our staff will continue training in using Fountas and Pinnell Leveled Literacy groups to complete our three year training program. Our school has also recently implemented the "Leader in Me" process which emphasizes the seven habits for happy children and building leadership in all phases of our school life. Woodland's areas of challenge include providing updated technology equipment and training as well as continuing implementation of state standards and state assessments.

School Climate

 Woodland strives to be a "place where children come first and excellence is the way of life." To that end, our faculty and staff continues to provide a safe school and an effective learning environment. In order to maintain our positive ratings in the school climate category, we will improve stakeholder communication through our new electronic sign and investigate the possibility of a radio program for parents in the car line. We also want to investigate better translation practices in the form of electronic equipment and partners who speak English helping those who do not. It is vital that we ensure that all parents know about the high quality of learning opportunities available to their children here at Woodland.

Challenges

Woodland is met with the following challenges in order to meet our students' learning needs:

- Continue to implement South Carolina State Standards
- Continue to implement differentiated strategies to assist low achieving students
- Continue to improve Professional Learning Communities
- Provide more time, equipment and space for training teachers and students in the use of technology
- Continue to build and maintain participation in Before School Tutoring
- Continue to implement Fountas and Pinnell Guided Reading Groups for Balanced Literacy

Awards and Honors

- "A" Report Card Rating-2011-2012, 2012-2013, 2013-2014
- Palmetto Gold Award for Student Performance - 2009-2014
- Palmetto Gold Award for Closing the Gap- 2011-2012
- Excellent Report Card Ratings - 2009-2014
- Palmetto Silver Award for Closing the Gap - 2009-2014
- Safe School Award
- 48 Teachers with a Master's degree or higher
- United Way Awards
- PTA Parent Involvement Award
- School Walk for Diabetes Awards
- South Carolina Winner – "Read for the Record"
- Several teacher-awarded grants
- South Carolina Autism Award - Best IEP Team
- 16 National Board Teachers
- WSPA Channel 7 Public Service Bully Campaign Award
- Fully accredited by AdvancED Accreditation Commission

School Profile

Woodland Elementary School is fully accredited by the AdvancED Accreditation Commission and serves 1109 students in grades pre-kindergarten through fifth from a variety of cultural backgrounds. We are the largest elementary school in the district and currently have the third largest ESOL population. Each member of our professional teaching staff is highly qualified as defined by No Child Left Behind. Our staff of 91 members is led by Principal Wanda Mote and Assistant Principals Le'Keisha Brown and Katrina Miller. Seventeen of our teachers are National Board Certified and thirty-seven hold Masters Degrees or higher. Our teachers work diligently to provide learning experiences that engage students in creative, rigorous, standards-based learning experiences that enable them to achieve to their highest potential. Woodland continues to promote student achievement in all areas of the curriculum. We have enhanced and updated our technology school-wide with the addition of eighty-nine teacher laptops, forty new computers in our lab and media center, ninety student laptops for class check out and twenty-nine sets of ActivExpressions and of ActiVotes. In addition we have purchased 37 student iPads, 64 teacher iPads, and wireless access for our building. The District Refresh of new technology expected in December of 2015 will enable us to focus more on improved technology training for our teachers and students.

We are extremely proud of the progress we have made in student achievement and are most appreciative for the hard work of our teachers, staff, students, and their parents. Looking forward, our challenge is to refine our implementation of effective strategies that will sustain our progress and meet individual needs as we continue to move student achievement forward. Our Parent–Teacher Association (PTA) and School Improvement Council (SIC) are involved in key ways at Woodland. They continually explore improved ways to recruit and retain parents and volunteers. We believe that utilizing the skills, talents, and training of our parents and volunteers further enhances our total school program effectiveness. The financial support, commitment to volunteer hours, and creative problem-solving abilities of our community partners enables us to enjoy access to opportunities that would not be possible otherwise. Woodland Elementary School envisions our families, staff, and community working together to help our children succeed. This is a shared responsibility. We are committed to exploring and developing new strategies for our community, which will help us and our children meet the challenges of a fast-paced, ever-changing world. Recognizing that parental involvement is one of the greatest contributors to student success in school, we would like to develop strategies for increased parent involvement. Ultimately, we would plan to have a clearly articulated partnership structure for the school. Then our partners' efforts will directly impact our students' success in school and in life.

As a school family, we share a vision and belief that every child can achieve to their maximum potential if provided opportunities, support, encouragement, and love. We remain committed to that end.

School Personnel

Grade Level *Years Experience	1-5	6-10	11-15	16-20	21-25	26 +
K	1	1	4	1	1	2
1st	1	2	2	1	1	2
2nd	1	3	4	0	1	0
3rd	2	1	2	1	1	1
4th	2	0	1	3	0	1
5th	1	1	1	3	0	0
Special Ed.	1	3	1	0	0	0
Instructional Support	0	0	2	0	1	0
Related Arts	2	3	1	0	0	0
Instructional Leadership	0	0	2	2	1	2

Total Teachers	68
Support Staff -Paraprofessionals	22
Administrators	3
National Board Certified Teachers	16
Bachelors' Degrees	24
Advanced Degrees	39
Male Faculty	4
Minority Faculty	3

Student Population

Student Groups	Total School Enrollment 1079	Percentage
Caucasian	653	60%
Hispanic/Latino	210	19%
African American	127	12%
Other	47	4%
Asian	40	4%
FARMS	443	41%
Poverty Rating	N/A	51.4%

Special Programs

Special Programs	K3-K4	K5	1	2	3	4	5	Total
EDSC					3	2	2	7
Resource		3	2	10	13	13	18	59
Speech		9	18	21	16	7	7	78
Gifted & Talented					28	46	76	150
ESOL		20	36	38	40	33	46	213
Preschool Special Ed.	13							13

"What does instruction look like at Woodland?"
Our major academic and behavioral features:

School Focus	Educational Model	Description
Student Achievement: Language Arts	**Balanced Literacy**	**Balanced Literacy** is a model for teaching children in a student-centered classroom, based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell. Daily, children read and write independently and in a variety of group settings. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading. Students also participate in shared and individual writing activities each day. The types of writing experiences include shared writing, interactive writing, guided writing, writing conferences and independent writing.
Student Achievement: Language Arts	**Fountas and Pinnell Guided Reading Groups (Balanced Literacy Format)**	During this part of Balanced Literacy, the teacher works with small groups of children who have similar reading needs and introduces new books carefully chosen to match the instructional levels of students. Readers are carefully prepared when being introduced to a new text, and various strategies are explicitly taught. Ongoing observation and assessment help to inform instruction and grouping of students is flexible and may be changed often.
Student Achievement: Language Arts	**Accelerated Reader**	Accelerated Reader is a program designed to encourage reading comprehension through the reading of leveled texts and computerized tests. After a child reads a book from the Accelerated Reader list, he or she can complete a test based on the book. Many students are motivated to read a high number of books and thus, improve their reading comprehension and fluency.
Student Achievement: Reading	**Response to Intervention**	In its fourth year, RTI is taught in first grade by one reading interventionist and in kindergarten by classroom teachers. A district curriculum and training are followed by our school. AIMSWEB is used to monitor the progress of students. Our administration and teachers meet monthly to track student progress.
Student Achievement: English Language	**ESOL**	Woodland's ESOL program groups students according to language fluency level and/or grade level where they receive academic assistance from ESOL personnel in

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Arts		addition to regular classroom instruction. ESOL teachers collaborate with the mainstream teachers to teach language and skills that support children in the regular program.
Student Achievement: Mathematics	**Every Day Math Counts Calendar Math**	*Every Day Counts Calendar Math* is an interactive program designed to capitalize on the daily presentation of key concepts that foster children's mathematical confidence and competencies. Students analyze data, see patterns, explore math relationships, and communicate their thinking to the teacher and one other.
Student Achievement: Math Intervention	**Compass Learning**	Compass Learning is a district adopted computer program that provides individualized instruction in math, reading and language. The student's "path" is based on their MAP scores. The program is utilized in the before school tutorial program, computer lab time and at other times determined by the student's teacher.
Student Achievement: Math Intervention	**Reflex Math**	**Reflex** Math, a computer program for grades 1-5, helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division. Students may use the program at school and at home.
Student Achievement And Teacher/ Administrator Quality: Planning and Integration	**Learning Focused Schools**	*The Learning Focused Schools Project* is based on a foundation of consistent, pervasive, and exemplary practice reflected in the school's curriculum, instruction, assessment, organization, and planning. Developed by Dr. Max and Dr. Julia Thompson, the program's success has been documented since 1997 and is the current restructuring process for over 700 schools in 8 states. Greenville County Schools has approved this program for its schools.
Student Achievement: Support	**Assistance Team**	Woodland's Assistance Teams consist of teachers who facilitate the process of ensuring that students receive special services and support when needed. Teachers may refer a student to the A-Team in order to receive feedback for new strategies. Further testing and placement decisions are also decided in conjunction with the students' parents.
Student Achievement: Science	**Science Lab**	The Woodland Elementary School Science Lab is a key component of our inquiry based science program. The lab enhances our SC Standards- based curriculum and also

		supports the classroom teacher's science instruction. Curriculum and Instructional Materials come from FOSS Kits, GEMS, Delta Science, SAC Kits, and web-based materials.
School Climate: Character Education	**Leader in Me**	Woodland's faculty and staff believe in supporting all students in the rise to their potential by providing many opportunities for students to develop their leadership abilities. From classroom leaders to welcome leaders, we have implemented many leadership roles for our students. All of our efforts culminate with a "Leadership Day" which will be open to parents and community.
School Climate: Character Education (service)	**Diabetes Walk**	Woodland students have participated in America Diabetes Association's "School Walk for Diabetes" for the past eight years, raising over $140,000.00! Combining physical fitness (walking) with caring for others makes a winning combination for the students at Woodland and the people who suffer from the disease of diabetes.
School Climate: Character Education	**Red Ribbon Week**	Red Ribbon Week is a nationally recognized program that encourages students to develop healthy attitudes about drugs and alcohol. Sponsored by the Greenville Family Partnership, the program emphasizes the building of character by staying drug and alcohol free. School activities include special assemblies, collecting canned goods, and wearing red.
School Climate: Character Education	**Big Brother/Big Sister**	Big Brother/Big Sister is a school based mentoring program that matches students with a Big Brother or a Big Sister. Volunteers visit the students during the school day and participate in a variety of activities (helping with classwork, reading, educational computer activities). Students are chosen based on information given by teachers, parents and guidance counselor.
School Climate: Extracurricular Program	**Art Club**	Woodland 's Honors Art Club is for 3rd – 5th graders who have a strong interest in the visual arts, exceptional talent, and are self-motivated to *focus* on creating art during this after-school program. Students audition by creating a specific drawing. Meetings are held weekly.

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School Climate: Extracurricular Program	*The Morning Show*	The *Woodland Morning Show* is a student produced daily broadcast that includes announcements, the Pledge of Allegiance, minute of silence, and special features. The news crews' duties include writing news reports, using equipment, and reporting the weather and feature stories. Crew members include recommended fifth graders.
School Climate: Extracurricular Program	**Honors Choir**	The Woodland Honors Chorus is comprised of fourth and fifth grade singers who were selected by audition. These singers show giftedness in choral music and perform a variety of musical styles at school and community functions. They are service-oriented and sing for hospitals, retirement communities, and nursing homes as well as many seasonal and patriotic events. Honors Choir members represent Woodland as our finest young people.
School Climate: Extracurricular Program	**DRUMS**	D.R.U.M. is a character education enriched music program in which selected fourth and fifth grade students are taught music in an advanced after school percussion ensemble. The ensemble gives several concerts during the year and goes on one field trip. D.R.U.M. has a motto which infuses character education traits into music education. D = Discipline – People with self-discipline are stronger. R = Respect – People with self-respect make good decisions. People who respect others make the world a better place. U = Unity – We work together. Say, "we" not "I". M = Music!
School Climate: Extracurricular Program	**Safety Patrols**	Safety Patrols perform such duties as assisting crossing guards, monitoring hallways, and helping bus and car riders. Fourth and fifth grade students are chosen based on outstanding conduct and acceptable grades.
School Climate: Extracurricular Program	**Junior Beta Club**	Junior Beta Club is a nationally recognized organization which promotes academic excellence among students. Qualifications include the student being worthy, moral, and ethical. He/she must also possess a good mentality and credible achievement. The club is open to 5th graders with a GPA of 3.2 or higher. A major focus of the Junior Beta Club is service at home, school, and in the community. Our club travels annually to our state and national conventions and brought home state honors from several competitions.

School Climate: Extracurricular Program	**Environmental Engineers**	Woodland students are motivated and inspired to take care of our environment by observing the work of our school Environmental Engineers. Fourth and fifth grade students are selected by our science lab teacher to collect recycled paper that has been placed in a 'recycle bin."
School Climate: Extracurricular Program	**Battle of the Books**	Battle of the Books Club is a district-wide reading club offered to 4th and 5th grade students. Students must read 10 books from a pre-determined list, attend practice sessions, and compete in a quiz-bowl style tournament. Teams from each school compete against each other in a district finals competition.
School Climate: Mentors	**Woodland Mentors**	Coordinated through Mentor Greenville, our Woodland Mentoring Program has grown to sixty-two mentors who come one day a week to have breakfast or lunch with their mentees. All mentee are trained and have background checks and parental permission is also required for mentees. Most of our mentors are from the local business ScanSource. They also have been involved with Woodland's ADA Walk, Boosterthon, Book Fair, Basketball Games and Boy Scouts. Our mentees have shown improvement in attitudes, attendance, behavior and academic achievement. This very positive relationship will continue for some mentees as their mentor follows them to middle school.

Mission, Vision, and Beliefs

MISSION STATEMENT

The mission of Woodland Elementary School, in cooperation with our families and community, is to develop a safe, positive, student-centered environment while seeking to develop life-long learners who are leaders and productive citizens in today's world.

MOTTO

Lighting the way and changing the world

VISION

WHERE CHILDREN COME FIRST AND EXCELLENCE IS THE WAY OF LIFE

BELIEFS

We believe:

All students can learn and have the right to a quality education.

The purpose of the school is to create life-long learners and productive citizens and leaders.

Education is a partnership between home, school, and community.

School is a place for modeling, developing, and practicing positive character traits.

Children can adapt to rapid technological and societal changes when learning is made relevant.

School should provide a safe, positive, and nurturing environment.

School should address diversity among students both culturally and academically.

Data Analysis and Needs Assessment

PASS Reading
% of Students Scoring Met or Exemplary

Data Source: GCS Accountability and Quality Assurance Department

	2011-12	2012-13	2013-14
■ Grade 3	91.6	92.2	89.6
■ Grade 4	88.2	86.4	91.4
■ Grade 5	94.7	90.4	90.4
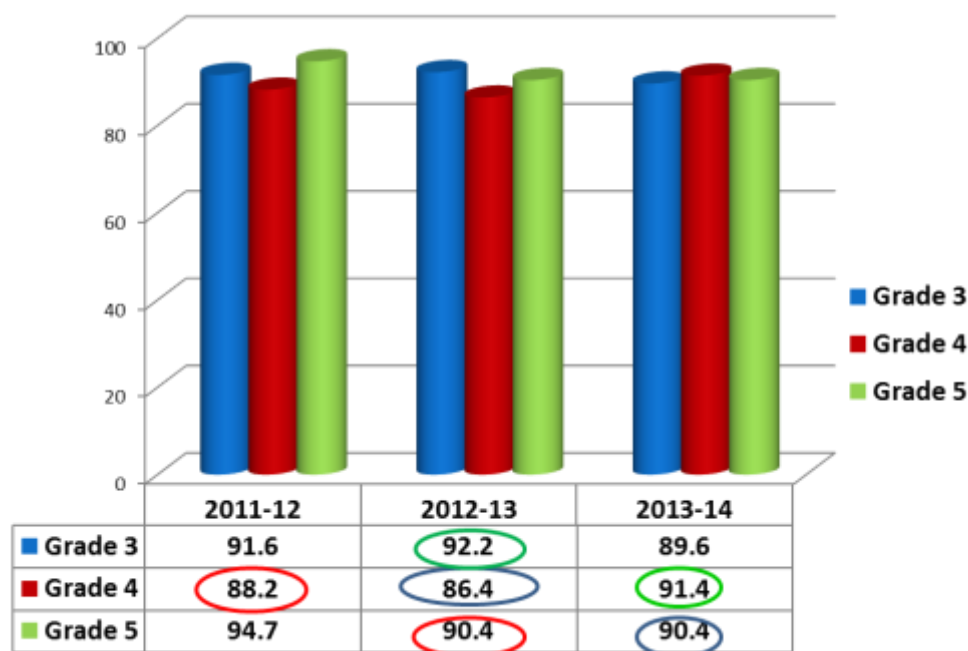
PASS ELA Performance By Group

Group	2012 Mean Scale Score (630)	2013 Mean Scale Score (635)	2014 Mean Scale Score (640)
All Students	693.1	689.1	672.5
Male	687.5	681.1	669.2
Female	698	696	675.9
White	704.3	697.4	682.1
African American	666.2	667.6	639.8
Hispanic	655.4	657.6	642.2
Disabled	640.7	640.6	632.6
LEP	665.3	667.7	651.0
Subsidized Meals	662.1	665.9	646.0

Palmetto Assessment of State Standards
ELA Trends

ELA	2011	2012	2013	2014
NOT MET	8.6	7.5	10.3	9.5
MET & EXEMPLARY	91.4	92.5	89.6	90.5

Strengths and Challenges of ELA Domain

Grade	Subject	Strength	Data*	Challenge	Data**
3rd	ELA	Literary text	70.9%	Research	17.4%
4th	ELA	Literary Text	59.1%	Informational Text	21.4%
5th	ELA	Literary Text	69.7%	Informational Text	20.6%

*Percentage of students whose performance shows <u>strengths</u> in the domain/standards listed.

**Percentage of students whose performance shows <u>weaknesses</u> and a need for further instruction in the domains/standards listed.

Data Source:
http://ed.sc.gov/data/pass/2012/show_school_pass_scores_standard.cfm?ID=2301099

PASS-Writing

% of STUDENTS SCORING MET OR EXEMPLARY

	2011-12	2012-13	2013-14
■ Grade 3		83.8	86.5
■ Grade 4		82	89.6
■ Grade 5	83.4	83.7	87.3
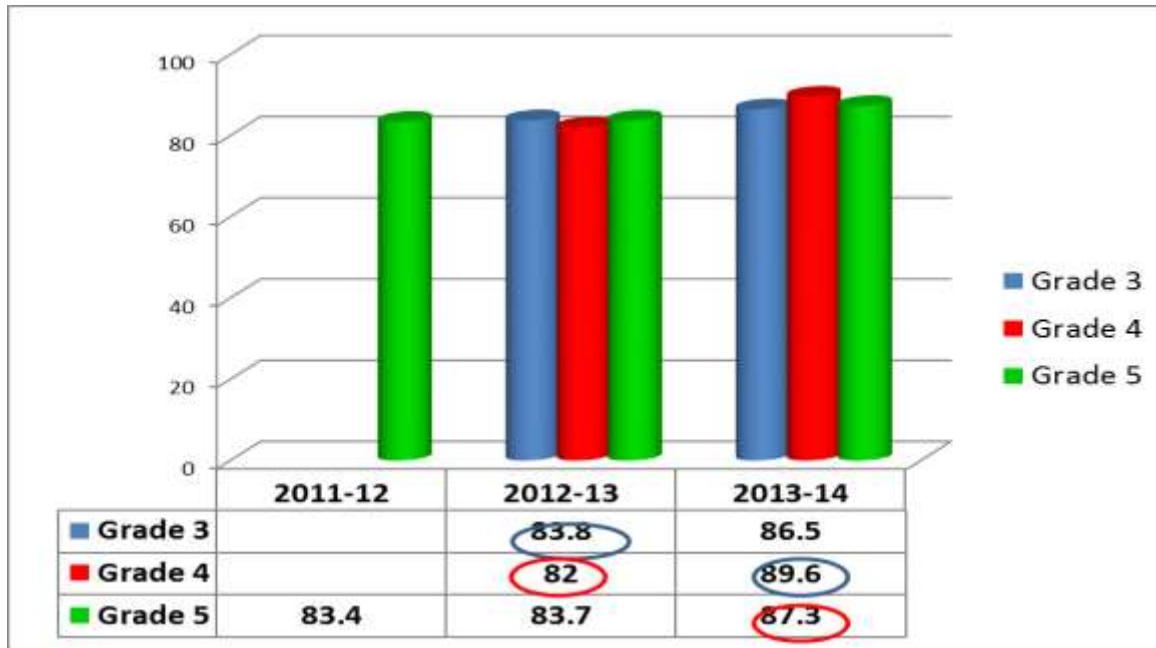
Palmetto Assessment of State Standards

Writing Trends

WRITING	2011	2012	2013	2014
NOT MET	11.6	10.7	16.3	12.2
MET & EXEMPLARY	88.4	89.3	83.1	87.8

Strengths and Challenges of Writing Domains

Grade	Subject	Strength	Data*	Challenge	Data**
3rd	Writing	Conventions	44%	Conventions	22.9%
4th	Writing	Content & Development	56.5%	Conventions	16.2%
5th	Writing	Organization	62.2%	Conventions	13.9%

*Percentage of students whose performance shows <u>strengths</u> in the domain/standards listed.

**Percentage of students whose performance shows <u>weaknesses</u> and a need for further instruction in the domains/standards listed.

PASS-Math

% of STUDENTS SCORING MET OR EXEMPLARY

	Grade 3	Grade 4	Grade 5
2011-12	77.5	77.3	91.4
2012-13	81.9	87	75
2013-14	76	80	81.4

PASS MATH Performance By Group

Group	2012 Mean Scale Score (630)	2013 Mean Scale Score (635)	2013 Mean Scale Score (640)
All Students	685.8	685.2	685.0
Male	688.5	682.0	685.9
Female	683.5	687.9	684.1
White	677.1	694.0	695.1
African American	654.2	651.0	633.8
Hispanic	647.4	653.9	652.2
Disabled	633.2	620.4	632.6
LEP	659.3	669.7	671.2
Subsidized Meals	655	659.2	649.4

Palmetto Assessment of State Standard

Math Trends

MATH	2011	2012	2013	2014
NOT MET	10.3	7.5	11.3	11
MET & EXEMPLARY	89.7	92.5	88.7	89

Strengths and Challenges of Math Domains

Grade	Subject	Strength	Data*	Challenge
3rd	Math	Measurement & Data & Geometry	56.8%	Operations & Algebraic Thinking
4th	Math	Geometry	83.7%	Numbers in Operations & Base Ten; Numbers & Operations in Fractions
5th	Math	Numbers in Operations; Numbers in Operations in Base Ten	59.8%	Numbers & Operations; Fractions

*Percentage of students whose performance shows <u>strengths</u> in the domain/standards listed **Percentage of students whose performance shows <u>weaknesses</u> and a need for further instruction in the domains/standards listed.

PASS-Science

% of STUDENTS SCORING MET OR EXEMPLARY

	2011-12	2012-13	2013-14
Grade 3	81.9	88.3	86.7
Grade 4	85	87.6	88.2
Grade 5	91.8	83.8	94.7
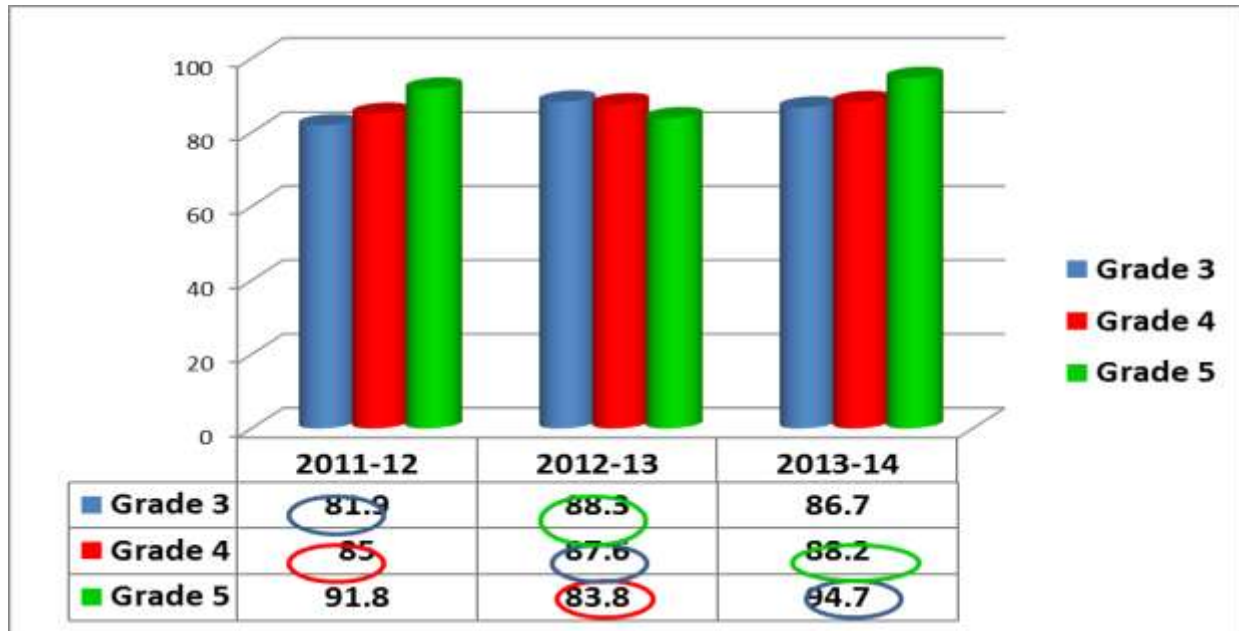
PASS Science Performance By Group	2012 Mean Scale Score (630)	2013 Mean Scale Score (635)	2014 Mean Scale Score (640)
All Students	654	652.3	664.1
Male	656.8	653.4	667.3
Female	651.4	651.5	660.6
White	664.7	660.7	672.3
African American	629.7	627.4	630.0
Hispanic	614.5	621.1	638.1
Disabled	608	604.8	633.6
LEP	627	635.8	647.4
Subsidized Meals	625.2	631.8	641.1

Palmetto Assessment of State Standards

Science Trends

SCIENCE	2011	2012	2013	2014
NOT MET	12.4	12.5	13.4	10.1
MET & EXEMPLARY	87.6	87.5	86.6	89.9

Strengths and Challenges of Science Domains

Grade	Subject	Strength	Data*	Challenge	Data**
3rd	Science	Motion & Sound	33.5%	Scientific Inquiry	24%
4th	Science	Organisms & their Environment	40.5%	Scientific Inquiry	22%
5th	Science	Forces and Motions	40.5%	Landforms & Oceans	19.2%

*Percentage of students whose performance shows <u>strengths</u> in the domain/standards listed.

**Percentage of students whose performance shows <u>weaknesses</u> and a need for further instruction in the domains/standards listed

PASS-Social Studies

% of STUDENTS SCORING MET OR EXEMPLARY

	2011-12	2012-13	2013-14
■ Grade 3	91.7	93.6	91.5
■ Grade 4	90.6	86.5	93.9
■ Grade 5	91.8	87.1	84.9
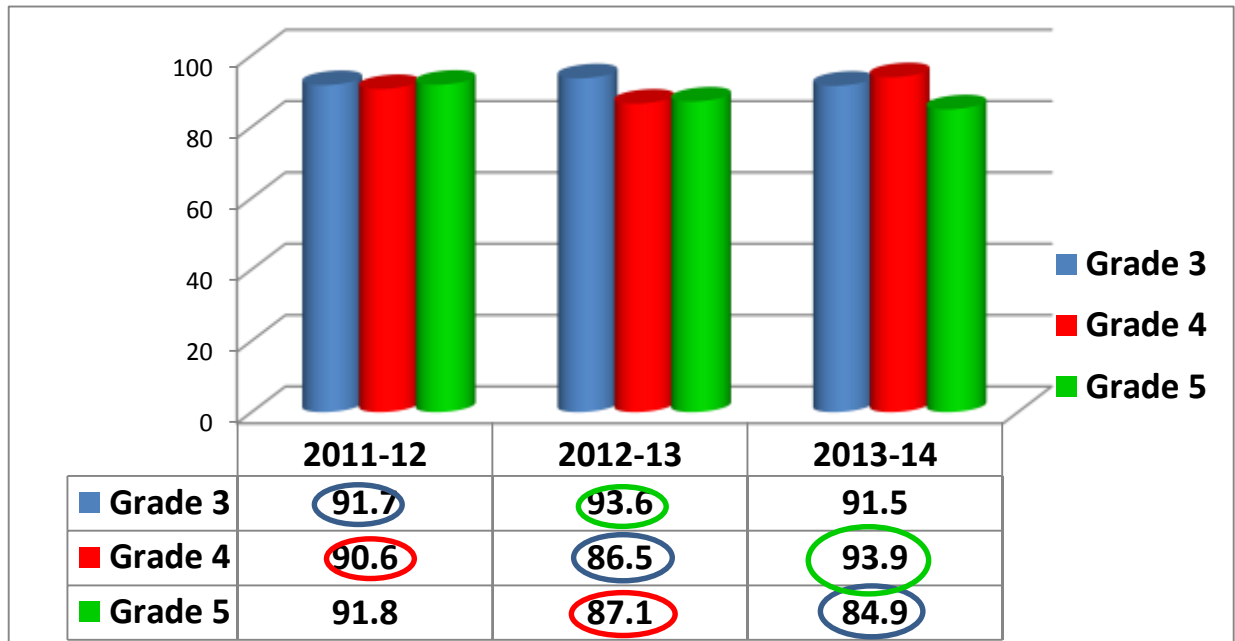
PASS Social Studies By Group	2012 Mean Scale Score (630)	2013 Mean Scale Score (635)	2013 Mean Score (640)
All Students	674.2	672.7	683.9
Male	677.8	673.6	683.8
Female	671.4	671.9	684.1
White	681.5	680.8	695.1
African American	645.8	655.7	654.9
Hispanic	646.2	640.5	647.3
Disabled	626.1	626.9	645.4
Limited English Proficient	660.9	653.3	659.7
Subsidized Meals	650.3	649.7	650.7

Palmetto Assessment of State Standards
Social Studies Trends

SOCIAL STUDIES	2011	2012	2013	2014
NOT MET	11.9	7.1	10.9	9.8
MET & EXEMPLARY	88.1	92.9	89.1	90.1

Strengths and Challenges of Social Studies Domains

Grade	Subject	Strength	Data*	Challenge	Data**
3rd	Social Studies	Civil War & Reconstruction	81.9%	Exploration & Settlement	6.0%
4th	Social Studies	Civil War	77.9%	Civil War	8.5%%
5th	Social Studies	The U.S. As A World Power	59.1%	Cold War Era	15.1%

*Percentage of students whose performance shows <u>strengths</u> in the domain/standards listed.

**Percentage of students whose performance shows <u>weaknesses</u> and a need for further instruction in the domains/standards listed.

2012 ESEA Federal Accountability System

Year	Overall Weighted Points	Overall Grade Conversion	Student Achievement Award	Closing the Gap Award
2012	97.2	A	Palmetto Gold	Palmetto Gold
2013	94.2	A	Palmetto Gold	Palmetto Silver
2014	98.4	A	Palmetto Gold	

SCPASS 2014 Comparative Data

	ELA	Math	Writing	Science	Social Studies
Woodland	90.5	89	88.5	89.9	90.1
G.C.S.	82.9	80	82.6	74	82.7
S.C.	78.5	74.1	78.7	67.1	77.6
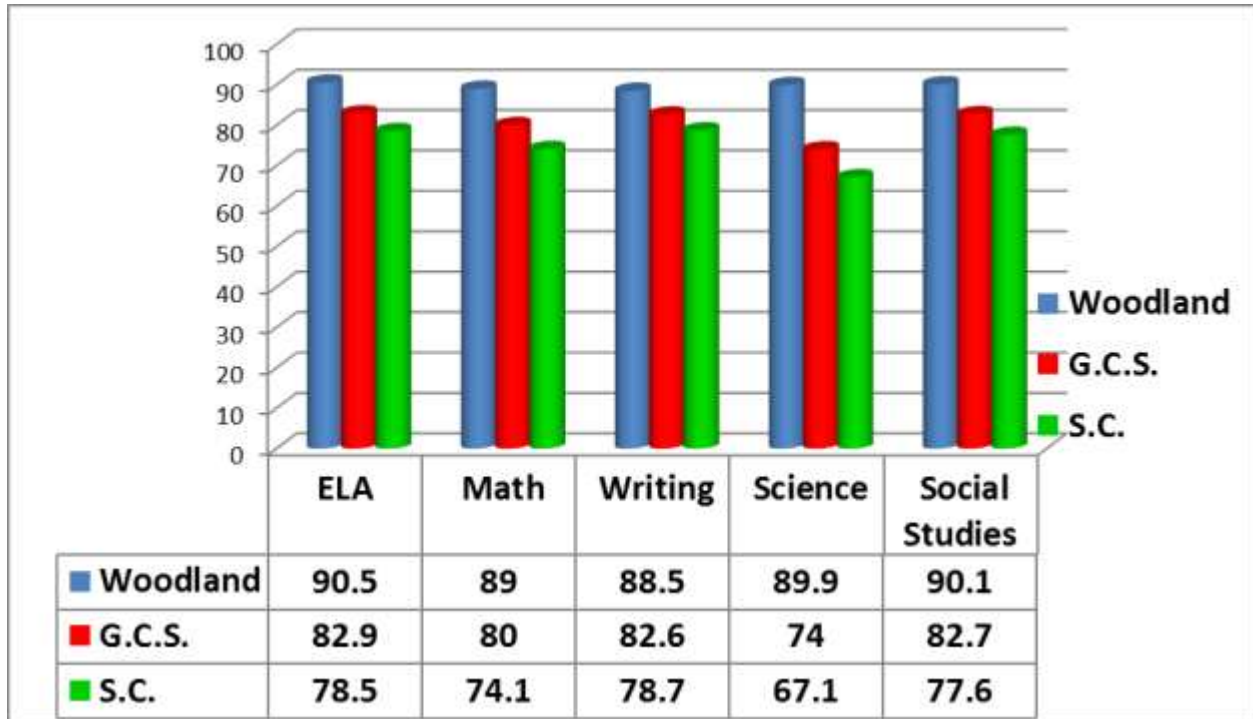
Woodland Elementary Action Plan

2013-2018

ACT ASPIRE WRITING
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.

☒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				

☒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.

☒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				

% 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.*

☒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	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	65th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	58th percentile			

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Continue to integrate State standards across the school curriculum	Fall 2013-Spring 2018	Administration Teachers	$5,000	District Local Funds	Teacher lesson plans, teacher anecdotal notes, running records, formative and summative assessments, observations by coach and administrators
Continue to utilize the Rubicon Atlas for curriculum maps and standards in order to implement subject area strategies and track progress with common assessments	Fall 2013-Spring 2018	Administration Teachers	None		Lesson Plans, Observations
Continue the implementation of the Response to Intervention Model in Tier 2 a)ERI in K5 b) Soar Interventionist	Fall 2013-Spring 2018	Administrators Interventionists K5 Teachers Instructional Coach	$4,000	District Kits	AIMSweb, MAP, PASS data; interventionist lesson plans, observations by administrative

in first grade c) Soar Interventionist in second grade (when possible)					Team And District Consultant
Continue implementation of Balanced Literacy by adding small group reading instruction (Tools by Fountas and Pinnell)	Fall 2013- Spring 2016	Teachers Administrators Instructional Coach Heineman Trainers	$10,000	Tools for Literacy Fountas & Pinnell Training District Local	Teacher lesson plans, teacher anecdotal notes, running records, formative and summative assessments, observations by coach and administrators
Continue to provide ESOL small group and specified inclusion instruction by trained teachers	Fall 2013- Spring 2018	ESOL Teachers ESOL Assistants	District Funding	District Funding	Lesson Plans Records of Students Served by the Program Progress Monitoring
Provide before school tutoring for students who are identified as being "Not Met" on the state assessments in math and reading tests	Fall 2013- Spring 2018	Teachers	No cost	N/A	Attendance Sheets Student Attendance Records

or recommended by their teacher					
Continue to provide teachers with access to appropriate materials, including leveled texts, benchmarking materials, math manipulatives, and science kits to support curriculum standards	Fall 2013-Spring 2018	Administrators Instructional Coach Teachers	$15,000	State Fund District Fund Local Funds	Teacher lesson plans, observations by administrators and coach, materials requests/orders
Continue to implement district recommended programs such as Everyday Calendar Math and Go! Math textbook adoption.	Fall 2013-Spring 2018	Administrators Teachers	Already Purchased State Money	Textbooks State Funds EDCM Local Funds	Classroom observations by administrators and coaches, teacher lesson plans
Students in first through fifth grade participate in the Reflex math facts program to promote automaticity in basic math facts.	Fall 2013-Spring 2018	Teachers, Instructional Coach	$3800	Local Fund	Monthly Reports
Writing					

Continue to implement best practices in Writing Workshop by utilizing "6 + 1" Writing Traits, writing rubrics and writing exemplars	Fall 2013-Spring 2018	Administrators Instructional Coach Teachers	No cost	N/A	Professional development meeting agendas, teacher lesson plans, observations by administrators and coach
Continue to use student writing portfolios	Fall 2013-Spring 2018	Teachers	To Be Determined	Local Funds	Classroom observations by administrators and coaches, teacher lesson plans
Continue implementation of Principal's Pick for "Wall of Fame " Writing	Fall 2013-Spring 2018	All Teachers, Writing Committee and Administration	$50.00 for stickers, awards	Local Funds	Observation List of winners
Continue to use Writing Vertical Curriculum Teams to coordinate writing program, research current programs and maintain continuity of writing process across grade levels	Spring 2014-Spring 2018	Grade Level Representatives And Administration	$1,000.00 For Lucy Caulkins' materials	Local Funds	Meeting Minutes, Lesson Plans
Increase use of "Parent	Fall	All Teachers	$200.00 for	Local	Parent Sign in

Teas" in order to present more student writing	2013-Spring 2018	and Administrators	refreshments	Funds	
Investigate providing a Kindergarten Jump Start Program for selected rising kindergarten students to attend school and take home materials to improve readiness skills	2013-2014	Administrators Instructional Coach K5 Teacher K5 Assistant	$5,000	Local Funds	Attendance Logs Parent Surveys
Science:					
Integrate literacy and writing skills into the science curriculum	Fall 2013-Spring 2018	Administrative Team, Teachers	No cost	N/A	Teacher lesson plans, classroom observation
Investigate the employment of a science lab instructor to work with students in grades 3-5	Fall 2013-Spring 2018	Administrative Team	$20,000.	Local Funds	Position filled
Provide funding for items needed for hands-on science experiments	Fall 2013-Spring 2018	Administrative Team	$5,000.	Local/ PTA Funds	Copy of order form
Investigate use of on-site and virtual field trips	Fall 2013-	Grade Levels	$1,500.	Local Funds,	Attendance forms, Schedule of visits

for science	Spring 2018			Student Fees	
Increase use of informational science texts in small groups and whole class	Fall 2013- Spring 2018	Teachers	$5,000.	District Local Funds	Inventory of books
Social Studies					
Integrate literacy and writing skills into the social studies curriculum	Fall 2013- Spring 2018	Administrative Team, Teachers	No cost	N/A	Teacher lesson plans, classroom observation
Investigate use of on-site and virtual field trips for social studies	Fall 2013- Spring 2018	Grade Levels	$1,500.	Local Funds, Student Fees	Attendance forms, Schedule of visits
Increase use of informational social studies texts in small groups and whole class	Fall 2013- Spring 2018	Teachers	$5,000.	District Local Funds	Inventory of books
Continue to integrate the use of technology (Promethean Boards, ActivExpressions, HUE cameras, Flip cameras)	Fall 2013- Spring 2018	Administrators

Instructional Coach

Teachers | $4500- New Promethean Board iPad Cart- $17,000 | Local Funds | Teacher lesson plans, observations from administrators and instructional coach |
| Continue building teacher technology skills | 2013- 2014 | Administration | $30,000.00 | Local Funds | Teacher lesson plans, |

by providing iPads for all teachers and providing training for teachers					Observations
Continue to analyze achievement data gathered from SCPASS, other state assessments, MAP, ITBS and other benchmark and common assessments to identify and determine appropriate instructional strategies for improvement	Fall 2013-Spring 2018	Administrators Instructional Coaches Teachers	None		Incremental Progress Data, Professional Development Records, meeting agendas, teacher lesson plans
Investigate strategies to improve attendance for state testing a) parent and student awareness of importance of testing b)advance publicity about dates of testing	Fall 2013-Spring 2018	Administrators Instructional Coaches Teachers PTA Board SIC	None		Percentage of students tested

Professional Development

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

GOAL AREA 2: Ensure quality personnel in all positions.

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of Woodland classroom teachers and administrators will participate in training for Balanced Literacy and Common Core State Standards during 2013-2018.

ANNUAL OBJECTIVE: Woodland will conduct a series of trainings for Balanced Literacy and Common Core State Standards during 2013-14, 2014-15 and 2015-16.

DATA SOURCE(S): In-service sign in records, Observation Records

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide year 1 training for staff in implementation of Fountas and Pinnell Guided Reading Groups	June 2013- May 2014	Heinemann Trainer Administration	$10,000	District	Sign in
Utilize Fountas and Pinnell training in classrooms	June 2013- May 2018	Administration Teachers	$5,000	Local District	Lesson Plans Observation Records Assessment Records
Provide year 2 training for staff in implementation of Fountas and Pinnell Guided Reading Groups	June 2014- May 2015	Heinemann Trainer Administration	$5,000	District	Sign in
Provide year 3 training for staff in implementation of Fountas and Pinnell Guided Reading Groups	June 2015- May 2016	Heinemann Trainer Administration	$5,000	District	Sign in
Provide State Standards	June	Teachers	$1,500	Local	Sign in

training during meetings with Instructional Coach	2013-May 2014	Instructional Coach			Lesson Plans Observation Records Assessment Records

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.2	96.8	97.3				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 91.3% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	97.1%	98.1%	99.1%	100%	100%
School Actual	91.3%	90.8%		97.1%			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

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

60

☐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 96.7% in 2012 to _____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.0	93.0	94.0	95.0	96.0
School Actual	96.7	91.0	93.3				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 98.5 % in 2013 to 99.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	99.5%	100	100	100	100
School Actual	100	98.5	98.2	94.7%			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 1% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	99%	100%	100%	100%	100%
School Actual	99%	98%	99.1%				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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

☐Student 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 97% in 2012 to % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	98.9	99.9	100	100	100
School Actual	97	97.9	96.7				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

☐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 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually teachers who feel safe at school during the school day.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	100	100	100	100	100
School Actual	100	100	96.5	100			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Maintain high student attendance records a) Bulletin Board of Perfect Attendance	Fall 2013-Spring 2018	Administrators Teachers PTA	$300	PTA Funds	School Reports State School Report Card
Research and identify successful strategies to improve attendance and decrease tardies for students	Fall 2013-Spring 2018	Administrators PAWS (Faculty Council)	$300	Local	School Reports State School Report Card

Investigate ways of improving communication with parents in order to ensure parent and student understanding of school processes
  a) "Parent Friendly" interpretation of test results
  b) Ensure translations for non-English speakers through
	Fall 2013-Spring 2018	Administrators
		
		Teachers
		
		Instructional Coach
			$5,000	Local Funds	Parent Survey School Report Card

"Buddy System" c) Purchase of "Talk and Listen" speaker System d) Implement full use of electronic sign to better publicize testing dates and activities for students e) Investigate creation of Radio Show for parents in car line f) Continue school tours for prospective parents g) Implement school tours for new students led by student leaders					
Continue to promote parent, student and staff awareness of School and District Safety Plan a) Continue Community Meeting	Fall 2013-Spring 2018	Administrators Teachers	None	N/A	Parent Survey Report Card

with local Police Officers b) Continue to inform parents of safety changes and procedures in our building c) Review School Safety Plan and provide refresher training for Staff and students				

Woodland Elementary School
Professional Development/ Meeting Calendar
2014-2015

Date	Topic	Responsible Party	# of points	Strategic Plan Goal #
Tuesday, Aug. 12, 2014 8:00-4:00	The Leader In Me	Michael Armstrong, LIM Consultant	8	Goal 1,2,3
Thursday, Aug. 13, 2014 8:00-4:00	The Leader In Me	Michael Armstrong, LIM Consultant	8	Goal 1,2,3
Friday, Aug. 14, 2014 8:00-4:00	The Leader In Me	Michael Armstrong, LIM Consultant	8	Goal 1,2,3
Thursday, October 16, 2014 8:00-4:00	The Leader In Me	Michael Armstrong, LIM Consultant	8	Goal 1,2,3
Tuesday, August 19, 2014 8:30	Epi Pen Training	Mandy Lowry	0	
Wednesday, August 13, 2014 3:10-3:45	Faculty Meeting School Processes	Administrative Team	0	
Wednesday, August 27, 2014	Faculty Meeting School Processes	Administrative Team	0	

3:10-4:00	(continued)			
Wednesday, September 3, 2014 3:10-4:00	Faculty Meeting Administration of MAP Test	Administrative Team; Louise Gillespie	0	
Wednesday, September 10, 2014 3:10-3:45	Faculty Meeting	Administrative Team	0	
Wednesday, September 17, 2014 3:15	Teacher of the Year Reception		0	
Wednesday, September 24, 2014 3:10-3:45	Vertical Curriculum Team	Team Chairpersons	0	Goal 1,2
Thursday, September 25, 2014 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Monday, September 29, 2014 3:00-4:00	RTI Leadership Team	Corley Lollis	0	Goal1
Thursday, October 9, 2014 3:30-5:00	M:CLASS:CIRCLE	Kindergarten Teachers only	0	Goal 1,2
Wednesday, October 15, 2014 3:00-3:45	Vertical Curriculum Teams; CogAT/ITBS Training Grade 2	Team Chairpersons Miller and Brown	0	Goal 1,2
Thursday, October 16, 2014 8:00-4:00	The Leader In Me For Faculty	Michael Armstrong, LIM Consultant	8	Goal 1,2,3

Tuesday, October 21, 2014 8:00-2:45	Implementing Balanced Literacy: Fountas and Pinnell	Laurie Baker, Heinemann Consultant	2	Goal 1
Wednesday, October 22, 2014 3:00-3:45	Update on Rubicon Atlas and Leader in Me	Louise Gillespie, Lighthouse Committee	1	Goal 1,2,3
Thursday, October 23, 2014 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Thursday, Oct. 23, 2014 Grade Levels	Incremental Progress, Analysis of MAP Results	Administrative Team	0	Goal 1,2
Wednesday, November 5, 2014 3:00-3:30	Faculty Meeting: Edmodo Refresher	Administrative Team	1	Goal 1,2,4
Wednesday, November 12, 2014 3:00-3:45	Faculty Meeting	Administrative Team	0	
Wednesday, December 3, 2014 8:00-2:45	Implementing Balanced Literacy: Fountas and Pinnell	Laurie Baker, Heinemann Consultant	2	Goal 1
Wednesday, December 3, 2014 3:10-3:45	Faculty Meeting	Administrative Team	0	
Wednesday, Dec. 10,2014 3:10-3:45	Vertical Curriculum Team Meetings	Team Chairpersons	0	Goal 1,2
Wednesday, January 7, 2015 3:10-3:45	Faculty Meeting	Administrative Team	0	
Wednesday,	Leader In Me Training	Michael Armstrong,	14	Goal 1,2,3

January 14-15, 2015 8:00-3:00	For the Lighthouse Team	Consultant		
Wednesday, January 14, 2015 3:10-3:45	Faculty Meeting	Administrative Team	0	
Wednesday, January 21, 2015 3:10-3:45	Vertical Curriculum Team Meetings	Team Chairpersons	0	Goal 1,2
Thursday, January 22, 2015 Grade Levels	Curriculum Update	Louise Gillespie	1	Goal 1,2
Wednesday, January 21, 2015 3:10-3:45	Vertical Curriculum Team Meetings	Team Chairpersons	0	Goal 1,2
Wednesday, January 28, 2015 3:10-3:45	Boosterthon Teacher Kick-Off	PTA	0	
Thursday, January 29, 2015 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Monday, February 2, 2015 3:00-4:00	RTI Leadership	Corley Lollis	0	Goal 1,2
Wednesday, February 4, 2015 3:10-3:45	Faculty Meeting	Administrative Team	0	
Wednesday, February 11, 2015 3:00-3:45	Faculty Meeting	Administrative Team	0	
Wednesday, February 18, 2015 3:10-3:45	Vertical Curriculum Teams	Team Chairpersons	0	Goal 1,2

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Thursday, February 20, 2014 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Wednesday, February 25, 2015 Grade Levels	Implementing Balanced Literacy: Fountas and Pinnell	Laurie Baker, Heinemann Consultant	3	Goal 1,2
Wednesday, February 25, 2015 3:10-3:45	Update LIM, F&P	Louise Gillespie, Lighthouse Team	1	Goal 1,3
Wednesday, March 4, 2015 3:10-3:45	Faculty Meeting	Administrative Team		Goal 1,3
Wednesday, March 11, 2015 3:10-4:00	Faculty Meeting: SCPASS Writing Training	Administrative Team		Goal 1
Wednesday, March 18, 2015 3:00-3:45	Vertical Curriculum Teams	Team Chairpersons		Goal 1,2
Wednesday, March 25, 2015 3:10-3:45	Faculty Meeting	Administrative Team		
Wednesday, April 8, 2015 3:10-3:45	Faculty Meeting	Administrative Team		
Wednesday, April 15, 2015 3:10-3:45	Faculty Meeting	Administrative Team		
Wednesday, April 22, 2015 3:10-3:45	Vertical Curriculum Teams	Team Chairpersons		Goal 1,2
Wednesday, April 29, 2014	SCPASS Inservice	Katrina Miller, Le'Keisha Brown		Goal 1,2

3:10-3:45				
Wednesday, May 6, 2015 3:10-3:45	Faculty Meeting	Administrative Team		
Wednesday, May , 20, 2015 3:10-3:45	Vertical Curriculum Teams	Team Chairpersons		Goal 1,2
Thursday, May 21, 2015 Grade Levels	Incremental Progress Data Meetings	Louise Gillespie		Goal 1,2

Woodland Elementary School
Professional Development/ Meeting Calendar
2015-2016

Date	Topic	Responsible Party	# of points	Strategic Plan Goal #
Tuesday, Aug. 11, 2015 8:00-4:00	The Leader In Me	Dana Pennick, LIM Consultant	8	Goal 1,2,3
Wednesday, Aug. 12, 2015 8:00-4:00	The Leader In Me	Dana Pennick, LIM Consultant	8	Goal 1,2,3
Thursday, Aug. 13, 2015 8:00-4:00	The Leader In Me	Dana Pennick, LIM Consultant	8	Goal 1,2,3
Thursday, October 15, 2015 8:00-4:00	The Leader In Me	Dana Pennick, LIM Consultant	8	Goal 1,2,3
Monday, August 17, 2015 8:30	Epi Pen Training	Mandy Lowry	0	
Wednesday, August 19, 2015	Faculty Meeting School Processes	Administrative Team	0	

3:10-3:45				
Wednesday, August 28, 2015 3:10-4:00	Faculty Meeting Administration of MAP Test	Administrative Team; Louise Gillespie	0	
Wednesday, September 2, 2015 3:10-3:45	Faculty Meeting	Administrative Team	0	
Wednesday, September 9, 2015 3:10-3:45	Faculty Meeting	Administrative Team	0	
Wednesday, September 16, 2015 3:15	Teacher of the Year Reception		0	
Wednesday, September 24, 2015 3:10-3:45	Shared Leadership Teams	Team Chairpersons	0	
Thursday, September 24, 2015 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Monday, September 28, 2015 3:00-4:00	RTI Leadership Team	Corley Lollis	0	Goal1
TBA 3:30-5:00	M:CLASS:CIRCLE	Kindergarten Teachers only	0	Goal 1,2
Wednesday, October 14, 2015 3:00-3:45	Shared Leadership Teams; CogAT/ITBS Training Grade 2	Team Chairpersons Miller and Brown	0	Goal 1,2
Thursday, October 15, 2015 8:00-4:00 TBD	The Leader In Me For Faculty	Dana Pennick, LIM Consultant	8	Goal 1,2,3

Tuesday, October 21, 2015 TBD 8:00-2:45	Implementing Balanced Literacy: Fountas and Pinnell	Laurie Baker, Heinemann Consultant	2	Goal 1
Wednesday, October 21, 2015 3:00-3:45	Curriculum Update, Rubicon Atlas and Leader in Me	Louise Gillespie, Lighthouse Committee	1	Goal 1,2,3
Thursday, October 22, 2015 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Wednesday, November 4, 2015 3:00-3:30	Faculty Meeting: Edmodo Refresher	Administrative Team	1	Goal 1,2,4
Wednesday, November 11, 2015 3:00-3:45	Faculty Meeting	Administrative Team	0	
Wednesday, December 2, 2015 8:00-2:45 TBD	Implementing Balanced Literacy: Fountas and Pinnell	Laurie Baker, Heinemann Consultant	2	Goal 1
Wednesday, December 2, 2015 3:10-3:45	Faculty Meeting	Administrative Team	0	
Wednesday, Dec. 10,2015 3:10-3:45	Shared Leadership Teams	Team Chairpersons	0	Goal 1,2
Wednesday, January 6, 2016 3:10-3:45	Faculty Meeting	Administrative Team	0	
Wednesday, January 14, 2016 3:10-3:45	Faculty Meeting	Administrative Team	0	

Wednesday, January 20, 2016 3:10-3:45	Shared Leadership Teams	Team Chairpersons	0	Goal 1,2
Wednesday, January 28, 2016 3:10-3:45	Boosterthon Teacher Kick-Off	PTA	0	
Thursday, January 29, 2016 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Monday, February 2, 2016 3:00-4:00	RTI Leadership	Corley Lollis	0	Goal 1,2
Wednesday, February 4, 2016 3:10-3:45	Faculty Meeting	Administrative Team	0	
Wednesday, February 11, 2016 3:00-3:45	Faculty Meeting	Administrative Team	0	
Wednesday, February 18, 2016 3:10-3:45	Shared Leadership Teams	Team Chairpersons	0	Goal 1,2
Thursday, February 19, 2015 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Wednesday, February 24, 2016 3:10-3:45	Update LIM, F&P	Louise Gillespie, Lighthouse Team	1	Goal 1,3
Wednesday, March 2, 2016 3:10-3:45	Faculty Meeting	Administrative Team		Goal 1,3
Wednesday, March 18, 2016	Shared Leadership Teams	Team Chairpersons		Goal 1,2

3:00-3:45				
Wednesday, March 23, 2016 3:10-3:45	Faculty Meeting	Administrative Team		
Wednesday, April 6,, 2016 3:10-3:45	Faculty Meeting	Administrative Team		
Wednesday, April 13, 2016 3:10-3:45	Faculty Meeting	Administrative Team		
Wednesday, April 20, 2016 3:10-3:45	Shared Leadership Teams	Team Chairpersons		Goal 1,2
Wednesday, TBD April 29, 2015 3:10-3:45	SCPASS Inservice	Admin Team		Goal 1,2
Wednesday, May 4, 2016 3:10-3:45	Faculty Meeting	Administrative Team		
Wednesday, May 18, 2016 3:10-3:45	Shared Leadership Teams	Team Chairpersons		Goal 1,2
Thursday, May 19, 2016 Grade Levels	Incremental Progress Data Meetings	Louise Gillespie		Goal 1,2

Appendix

2013-14 School Report Card
https://ed.sc.gov/data/report-cards/2014/district.cfm?ID=2301

2013-14 ESEA Federal Accountability System

http://ed.sc.gov/data/esea/2014/school.cfm?SID=2301099