MAULDIN ELEMENTARY

Scope of Plan 2013-2018
Annual Update for 2015-2016

Kindergarten – Fifth Grades
Jamie Spinks, Ph. D. - Principal
1194 Holland Road
Simpsonville, SC 29681

Greenville County Schools
W. Burke Royster, Ph. D., Superintendent

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.

POSITION	*NAME*
1. PRINCIPAL:	Jamie Spinks
2. TEACHER:	Jennifer Wethington
3. PARENT/GUARDIAN:	Jeff Sullivan
4. COMMUNITY MEMBER:	Joan Russell
5. SCHOOL IMPROVEMENT COUNCIL:	Jocelyn Slaughter

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

POSITION	*NAME*
PTA Co-President	Jennifer Foulkes/ Renae Cutts
Assistant Principal	Julie Hathaway
Assistant Administrator	Ashley Murray, Ed. D.
Instructional Coach	Cindy Owens

Article I.   ***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.

___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.

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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I. Introduction

Introduction

Mauldin Elementary School's Strategic Plan/Portfolio provides an overview of the school perspective on a quality education. This document provides staff an opportunity to assess and communicate continuous improvement as we help our students to meet the challenges in the world. It also provides information on student data, stakeholders' involvement and the characteristics of the school. This report is a living document that describes Mauldin Elementary. It describes who we are, our vision, mission for the school, goals and plan of action for student achievement. It shows how all of the parts fit together to make our school a positive environment for our students. This process started with a team of staff members and parents gathering data and information about our staff, students and community involvement. We used surveys to gather information to complete this process. The teams met to discuss their findings and develop plans for improvement and to ensure alignment with the vision and mission. Students, teachers and parents provided their perceptions of Mauldin Elementary.

Listed below are the School Portfolio Teams and Members:

Executive Summary/Introduction	School Profile	Data Analysis and Needs Assessment	Action Plan	Action Plan
1. **Tiffany Gemmell**	1.**Chasney Clayton**	1. **Donna Ricard**	1.**Christine Johnson**	1.**Michelle Vaughn**
2. Kelly Peters	2. Kim Lane	2. Jean Boyer	2.Kim Genoble	2. Connie Chocklett
3. Kajsa McCullough	3. Debi Osbourne	3. Buist Lide	3.Sheryl Bandy	3. Jane Voyles
4. Jennifer Clark	4. Jennifer Enten	4. Heather Brown	4.Suzy Harrison	4. Kristy Savage
5. Sheila Rainey	5. Mary McGowan	5. Julie McCain	5.Jennifer Hull	5.Jordon Beasley
6. Sandy Puckett	6. Patti Colwell	6. Elizabeth McLeer	6. Kim Epps	6.Amy Godfrey
7. Gina Curtis	7. Debbie Grant	7. Rachel Finley	7.Cindy Lichoulas	7. Madeline Ellison
8. Nesha Kilgore	8. Terry Farmer	8. Holly Ireland	8. Tish McDaniel	8. Rebecca Roper
9. Kim Wix	9. Susan Lett	9. Virginia Campbell	9. Jenny Haught	9.Chrissey Hutto
10. Gordon Stallard	10. Amanda Ashby	10. Cynthia Hill	10. Beth Wald	10. Katelyn Owen
11. Katie Skelton	11. Connie Shorter	11. Stephanie Payne	11. Jennifer Wethington	11. Stacey Long
12. Ann Waters	12. Julia Shull	12. Robin LaRue	12. Debra Gravina	12. Deedee Eggert
	13. Emily Field	13. Brandy West	13. Patricia Knoblauch	13. Dennis Zingarelli
				14. Darlene Waters

The groups provided input, suggesting ways we can improve our practices and the instructional programs. We will continue to update this document yearly to assess our progress and make plans for improvement. We feel that this document tells the whole story of Mauldin Elementary and how we are working together to improve the education of our students. The results are used as we implement plans to address the needs of all students.

The Staff of Mauldin Elementary School

II. Executive Summary

Executive Summary

Mauldin Elementary School is located in a business/residential area on Holland Road, Simpsonville, South Carolina. The school was once at 101 East Butler Road, Mauldin, South Carolina. The old school was originally built in 1937 and the new school was built in 2002. Mauldin is one of 52 elementary schools in the School District of Greenville County. The campus includes open and covered playground areas, a ball field and a track. These areas are used not only for physical education and recess, but also for special events and programs throughout the year.

Mauldin Elementary School serves approximately 970 students in Pre4- K5- fifth grades. The majority of the students come from two parent homes with middle income level. The student population consists of 404 Caucasian, 333 African American, 70 Hispanic, 47 Asian and 57 others. Forty-seven percent of our students qualified for free or reduced meals plan and 10.5% quality for the gifted / talented program and 12.4% qualify for special education services.

The administration at MES consists of one principal, one assistant principal, and one above the baseline administrative assistant. The faculty consists of 38 regular classroom teachers, two full time reading interventionists, one literacy coach, one developmental K5/1ˢᵗ class, one K4 classroom, one preschool special education (moderate) class along with one full time related arts team and one part-time related arts team. This school year there are three and a half resource teachers. We have one instructional coach, one media specialist, one full time and one part-time guidance counselors, one full-time speech teacher, two part-time speech teachers, two computer lab managers, two part time occupational therapists, one part time ESL teacher, and one part-time challenge program teacher. Additional support staff includes one full time nurse, one attendance clerk, one part-time office clerk, one secretary, six kindergarten aides, four full time self-contained aides, six full-time custodians, and one plant engineer. We also have one food service manager and six food service staff.

Community and parent involvement are viewed as an essential part of the school's success; thus Mauldin Elementary has an active Parent Teacher Association (PTA) and School Improvement Council (SIC). During the 2014-2015 school year, PTA logged over 13,432 hours of service. Parents serve as room mothers, resource speakers and provide math and reading enrichment activities. They provide incentives for programs, purchase playground equipment, and funds for teachers to purchase materials for their classrooms. They also chaperone field trips and plan fundraising activities for the school. Parents assist with the book fair, provide clerical assistance for the front office and publish the PTA school newspaper. They support and assist with activities during Red Ribbon Week and Teacher Appreciation Week.

The School Improvement Council (SIC) is another important group at our school. They help to improve student learning and help to focus attention on overall school improvement. They help the school work through challenges that may hinder us from meeting our goals. Both groups meet monthly with the administration to discuss ways to assist the school.

Our Belief

We believe that student achievement is a shared responsibility which means that the staff must work together to ensure student achievement and to make sure the *mission, vision* and *beliefs* are aligned with the curriculum. The staff, parents and members of the community come together to develop a mission that reflects our school.

Our Mission

Our mission also supports the vision of Mauldin Elementary which is to provide all students the opportunity for success in a safe environment that is conducive to learning. We believe that education provides for greater opportunities and a higher standard for our students. We want them to be successful when interacting with peers, community and the world in a positive manner. We have high expectations for all students. Mauldin Elementary implements diverse strategies to ensure high level of academic success.

Our Vision

The vision of Mauldin Elementary School is to provide all students the opportunity for success in a safe environment that is conducive to learning where high expectations are the norm, and lifelong learning is a continuing endeavor. Our school strives to develop the academic, social, and physical abilities of our students. We realize our students are the future leaders of tomorrow. We have a tremendous responsibility to equip our students for the challenges and opportunities that lie ahead.

During the school year and after much collaborative effort among staff members, parents, students, members of the community, and the School Improvement Council we identified our beliefs as follows:

We believe:
- Children learn best in a safe, nurturing, student-centered environment.
- Education must be a cooperative effort of home, school, and community where everyone models responsibility and respect.
- We must recognize, respect, encourage, and share our cultural diversity.
- Students must become responsible learners who can function and compete in a global society.
- Curriculum and instruction must be developmentally appropriate in order to accommodate individual learning styles.

Student Assessment

The School District of Greenville County has developed five goals for achieving educational excellence for the students in our district. These goals are outlined in The Education Plan-Greenville County's Guide to Educational Excellence.

They are:
- Raise the academic challenges and performance of each student.
- Ensure quality personnel in all positions.
- Provide a school environment supportive of learning.
- Effectively manage and further develop necessary financial resources.
- Improve public understanding and support of public schools.

We hold all of our students to high standards.

Students will...

- Attend school daily unless ill or legally excused.
- Come to class with necessary materials.
- Be critical thinkers.
- Be responsible learners by putting forth their best effort in completing all in-class and homework assignments and in meeting deadlines.
- Obey school rules and cooperate with school personnel.
- Treat people and property with respect.
- Work well independently as well as interdependently.
- See that school correspondence reaches home.
- Dress and groom in a neat and clean manner.
- Have the skills, self-confidence, and values necessary to become contributing members of society.

The Balanced Literacy Framework was adopted in Greenville County Schools to ensure all students are being instructed on their current levels of reading material. Teachers work as a team to ensure they are using the best strategies to meet the needs of every student. We use the Fountas and Pinnell Benchmark Assessment System to adjust teaching strategies when needed. Compass Learning and Moby Max computer programs are used to provide additional assistance that students can use at home and school. Teachers differentiate instruction to meet the needs of all students. Differentiated instruction is provided during instructional times. RTI is provided for students in grades K5-5. We also have a morning tutoring program before school for students in grades 3-5 to work on the computer based program Compass Learning. Science kits are sent from the district for further investigation in the Science curriculum. All students at Mauldin Elementary participate in the Science Fair. Students in grade 5 complete individual

science projects, students in grade 4 complete group science projects, while K-2 grades complete a class project.

Staff Quality

At Mauldin Elementary, the majority of the staff has been trained in district instructional models, including Balanced Literacy, Calendar Math, Intel technology, and Focus Learning. As a third year Balanced Literacy school, we seek to continue our growth and development of that program with the support of our district office, training literacy mentors and a trained Literacy Coordinator to train our staff. Staff members have participated in visiting other schools to see models of Balanced Literacy implemented and brought back ideas to share with our staff in our commitment to grow in this area. The South Carolina State Standards are now being implemented fully in grades Kindergarten through fifth grade. As the level of rigor and higher level thinking increases with these new standards, our staff's level of understanding and using these standards to drive instruction continues to grow through professional development opportunities at the school and district level.

Learning Climate

At Mauldin Elementary, students' attendance rate is 96.7% over all. However, we find that some individual students have a problem attending school on a regular basis. Keeping our subgroups in school seems to get harder than it should be. Our ability to keep these students in school is an important daily task. We have in place procedures as well as strategies for students not meeting the district and state guidelines. Teachers work with the attendance clerk and assistant principal to make sure students are in school daily. Parents are contacted regularly to address attendance issues.

Root Cause Possibilities

Staff members met to generate a list of root causes or reasons "why" we believe students in the various subgroups are not achieving their goals on MAP or exemplary on PASS in Science or Social Studies. While some of the causes are out of our circle of influence, we recognize that the reason could be a cause. The reasons are as follows:

- Difficulty with thinking and reasoning skills
- Lack of basic fundamentals from grade level to grade level
- Differences in ability levels

- Weaknesses in grammar, mechanics and clarity in writing
- Weaknesses in problem solving
- Poor listening skills
- Low motivation to achieve maximum ability
- Poor test taking skills
- Difficulty following directions
- Difficulty focusing on and completing tasks
- Lack of appropriate materials
- Students may be pulled out of classroom for other classes
- Disciplinary problems
- No help with homework or making sure homework is completed
- No parental support (parents do not put an emphasis on the importance of education)
- Poor attendance
- Tardiness
- Special circumstances at home such as divorce, single parent, parent away
- Teacher student ratio is too high in all grades
- Transportation for students to get to school when they are suspended off the bus

Accomplishments

The success of our school improvement efforts is reflected in much special recognition. These include the following:
- Palmetto Silver Award - 2012-2013
- Safe Kids Safe School Award - 2012-2013
- National Beta Club Convention Winner 2012-2013, 2014-2015
  - Songfest Runner-up
  - Arts
- Palmetto Silver Award-Outstanding student academic performance 2011/2012.
- Palmetto Gold Award-Overall Academic Performance 2010/2011.
- Palmetto Silver Award-Outstanding student academic performance 2011/2012.
- Palmetto Gold Award-Overall Academic Performance 2010/2011.
- Silver Award Winner from the South Carolina Department of Education 2010-11
- Silver Award-Closing the Achievement Gap 2010/2011
- Positive Behavior Intervention and Support (PBIS) Ribbon Award-2010/2011
- Recipient of First Tee Golf Grant
- Past District Support Person of the Year
- Two Past district elementary Science Teachers of the Year
- Past District Assistant Principal of the Year
- Red Carpet School 2007-10 from South Carolina Department of Education
- Parent Involvement School of Excellence 2004-07

Our Report Rating over Five Year Period

Years	Absolute Rating	Improvement Rating
2014	Good	Below Average
2013	Good	Below Average
2012	Good	Good
2011	Good	Average
2010	Good	Excellent
2009	Good	Average
2008	Average	Average

III. School Profile

DREAM BIG

"Your attitude, not your aptitude, will determine your altitude."

- Zig Ziglar

The Community of Mauldin Elementary School

Mauldin Elementary School first opened in the 1937 school year on Butler Rd.
In 2002 it moved to the current location on Holland Road.

Our current administrative staff includes Principal - Dr. Jamie Spinks. Assistant Principal - Mrs. Julie Hathaway, and Administrative Assistant - Dr. Ashley Murray.. Under this leadership team, we plan to continue to grow our efforts to make Mauldin the best elementary school in Greenville County!   Parental involvement is critical to our success and is strong at Mauldin Elementary School. In the 2013-14 school year, the Mauldin Elementary School PTA Volunteer Program logged in more than 52,000 volunteer hours. The PTA was recognized for its Membership Promotion award at the state convention. Parents and the community members are involved in many volunteers opportunities such as SEEDS, backpack program, room coordinators, "extra hands" to run copies, posting bulletin boards, laminating, assisting with lunch, school projects, office help, etc. A team of very dedicated teachers and parents lead our PTA and make decisions involving programs, fundraising, grounds beautification, and other areas of enrichment or needs. Our working parents help with quick jobs that can be done before or after work, such as cutting, stapling, or baking at home. Our School Improvement Council (SIC) has also become an important

force for parents and community members. All stakeholders are actively involved in making important decisions to better our school. Mauldin Elementary also has partnerships with various local businesses such as; our local Kiwanis Club which supports our quarterly "Terrific Kid" program. Many companies in our community have donated money or discounted services for the improvements at our school including the paved path curbing in the butterfly garden and fund raising efforts for our playground

Mauldin Elementary School Staff

During the 2015-2016 school years, the staff of Mauldin Elementary included:

- 1 principal
- 1 assistant principal
- 1 administrative assistant
- 1 instructional coach
- 39 regular classroom teachers
- 1 reading interventionist (RTI)
- 2 part time Literacy Coaches
- 6 teaching assistants (kindergarten)
- 5 full time and 1 part time special education teachers (2 self-contained, 3 full time & 1 part time resource)
- 4 special education aides
- 1 full-time speech therapist
- 2 part-time speech therapist
- 2 part-time occupational therapists
- 1 part-time gifted/talented education teacher
- 3 full-time related arts teachers (art, music, physical education)
- 3 part-time related arts teachers(art ,music, physical education)
- 2 computer lab managers
- 1 full-time media specialist
- 1full-time guidance counselor
- 1part-time guidance counselor
- 1 STEM Lab teacher
- 1 attendance clerk
- 1 secretary
- 1 full-time office clerk
- 1 media assistant
- 1 nurse
- 1 plant engineer
- 6 custodial workers
- 1 food service manager & 5 food service workers

We also have the following on our staff:

- 35 Caucasian Educators
- 4 African Americans Educators
- 8 Caucasian Aides
- 2 African American Aides
- 2 Male
- 1 Hispanic

Degrees Earned as of 2015-2016

Highest Degree Earned	Number of Staff
Associates	4
Bachelors	25
Masters	28
Masters plus 30	13
Doctorate	3
National Board Certified	3

Certification Areas 2015-2016

Certification Area	Total
Elementary Education	37
Early Childhood Education	16
Early Childhood and Elementary Ed.	11
Learning Disabilities	9
Counseling	2
Supervision/Administration	7
Physical Education	2
Reading	3
Music	2
Art	2
Gifted	3
Speech	3
Middle School Math	1
Middle School English	2
Middle School Science	1
Middle School Social Studies	1
Media Specialist	1
English as a Second Language	1
Special Education	9
Psychology	1

Teaching Experience by Grade Level

	0-3 yrs.	4-5 yrs.	6-10 yrs.	11-15 yrs.	16-20 yrs.	21-25 yrs.	26-30 yrs.	30+ yrs.
K4								1
K5	1		1	2	1		1	
1st				3			4	1
2nd	2		1		1	2		1
3rd	1		1	1	2		1	
4th	1	1	1	2		1		
5th		1		1	2		2	
Sp. Ed.		1	1	2			1	1
Rel. Arts	1		4	1		1		
Admin.				1	1	1		
Counselors	1				1			
Instructional Coach							1	
Challenge Teacher					1			
RTI Teachers	1		1					1
ESOL Teacher				1				
Media		1						

Attendance						
Teachers						
	2010	2011	2012	2013	2014	2015
Teachers	96.2	93.7	93.9	95.1	93.8	94.3

District Initiatives and Teacher Training
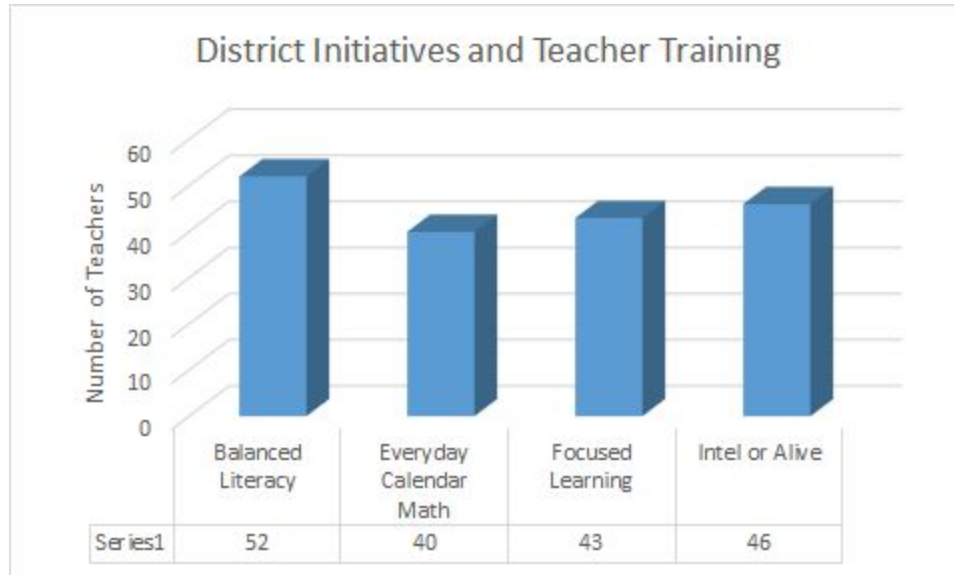
This graph shows the number of our teaching staff trained to teach our model programs. These are district initiatives that teachers are trained in to teach.

Our Leadership Team

Our principal is **Dr. Jamie Spinks.** This is his second year at Mauldin Elementary School and his 14th year in administration. He graduated with a doctorate of philosophy in Educational Policy Studies/ Educational Leadership from Georgia State University. He earned his Master's degree from the State University of West Georgia in Educational Leadership and Supervision. He received a bachelor of Science in Early Childhood Education from the University of North Georgia. Dr. Spinks has taught grades 1-3, served as an assistant principal, taught graduate classes at a University, and has been a Leader in Me educational consultant.

Our Assistant Principal is **Mrs. Julie Hathaway.** This is her ninth year at Mauldin Elementary School. She graduated with a Bachelor of Science Degree in elementary education in reading from East Carolina University, Greenville, North Carolina. She also received a Master's Degree in administration and Supervision from Furman University, and later added her certification in Early Childhood. Mrs. Hathaway has served as a principal, university supervisor, teacher leader, classroom teacher and assistant principal.
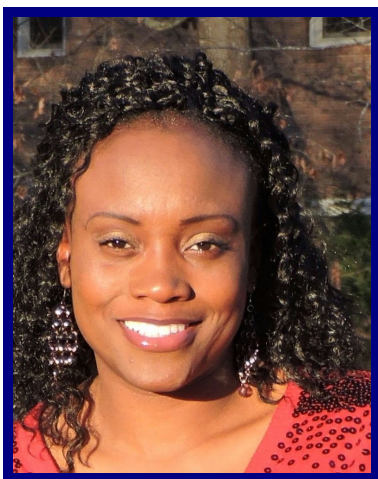
Our Administrative Assistant is **Dr. Ashley Murray**. She brings 10 years of classroom experience at the elementary level. During that time, she has had the pleasure of teaching grades 2, 3, and 4 in Greenville County and Anderson One School District. She completed her undergraduate degree in Elementary Education at Claflin University, Master of Arts degree in Learning Disabilities at Furman University, and Doctorate of Education in Educational Leadership at the University of Phoenix. She also earned the title of National Board Certified Teacher in 2010.

Mauldin Elementary Students

The total enrollment of Mauldin Elementary in 2015-2016 is 981. Our enrollment has seen an increase this school year. Student attendance rate is 96%, and 47% participating in the free or reduced lunch program.

Total Enrollment

Year	Enrollment
2011-2012	1003
2012-2013	928
2013-2014	895
2014-2015	911
2015-2016	981
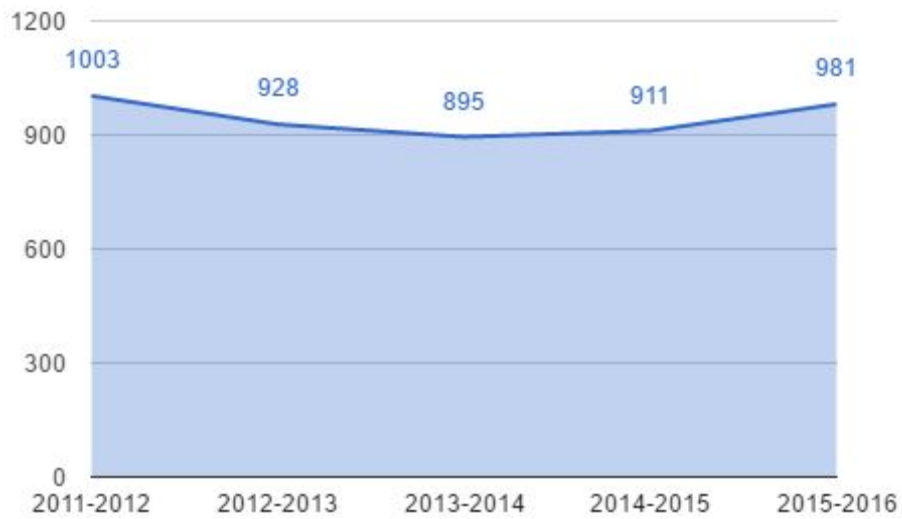
2015-2016 Enrollment by Ethnicity

- Caucasian — 42.3%
- African American — 41.1%
- Hispanic — 6.9%
- Asian — 4%
- Other — 5.7%
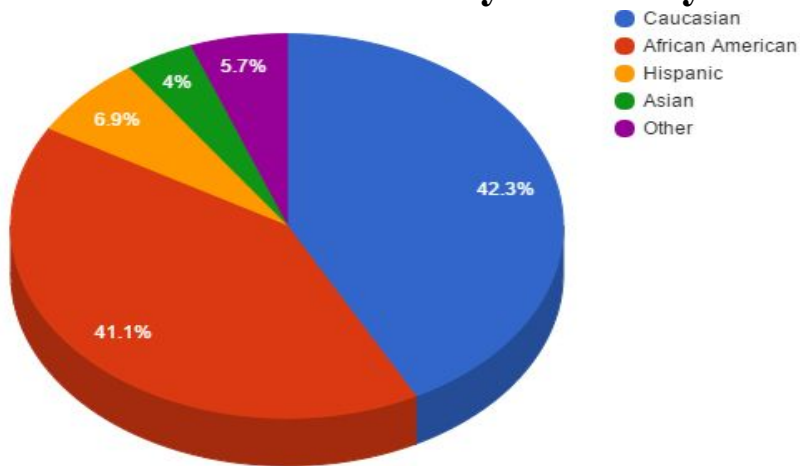
As shown in the pie chart above, the current student enrollment at the new Mauldin Elementary is made up of:

- 415 Caucasian
- 403 African American
- 68   Hispanic
- 39   Asian
- 56   Others

2015-2016 Enrollment by Grade Level

Legend:
- 3 Year Kindergarten
- 4 Year Kindergarten
- 5 Year Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
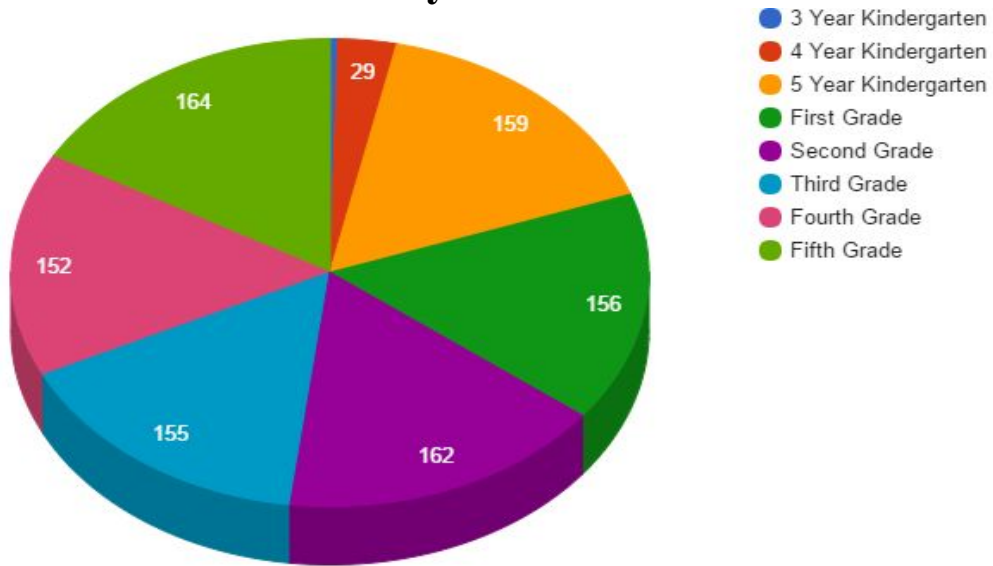
Student Retention						
	2010	2011	2012	2013	2014	2015
Students	0.9	0.6	1.5	1.6	1.2	1.4

Student Attendance						
	2010	2011	2012	2013	2014	2015
Students	96.3	96.2	96.8	96.5	96.7	96

Mauldin Elementary FARMS Over Time

Free & Reduce Lunch Percentage

Bar chart showing Free & Reduce Lunch Percentage:
- 2011-2012: 41.64%
- 2012-2013: 42.22%
- 2013-2014: 44.25%
- 2014-2015: 47%
- 2015-2016: 47%
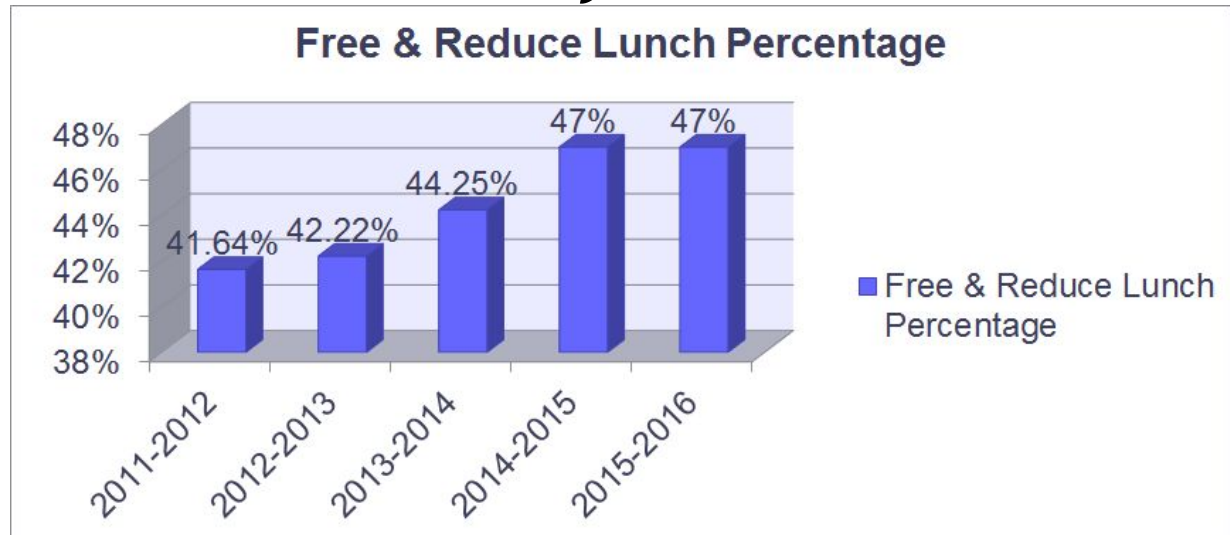
2014-15 Mauldin Elementary Enrollment by Gender

Pie chart:
- Male: 52.4%
- Female: 47.6%
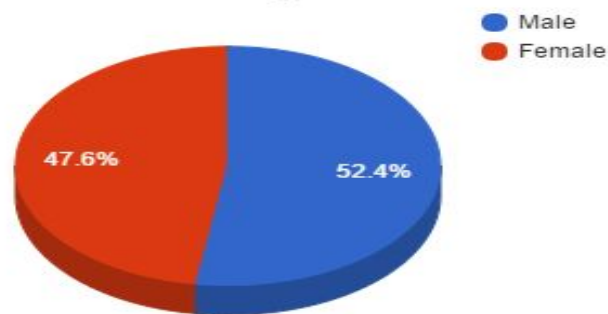
Outstanding Educational Programs

Although our core curriculum is guided by the state and district, we provide the following programs for our students.

Balanced Literacy

Balanced Literacy is a comprehensive language arts program designed to instruct students at their instructional reading levels. It provides a differentiated learning experience where teachers target skills and standards to be taught based on thorough assessment. The 2013-2014 was the implementation year for Mauldin. Teachers are attending professional development throughout the summer and school year to learn best practices to help ensure student success using the Balanced Literacy framework for our reading instruction.

CATCH Program
As a CATCH (Coordinated Approach to Child Health) school, Mauldin Elementary is committed to helping our children eat more nutritious foods each day through our Culinary Creations menu offering a meat entrée, a vegetarian entrée, and homemade soup and salad each day along with fresh fruits, vegetables, and more whole grains.

Starting Early with Enrichment Design for Student (SEEDS)
This program provides quality literature and related activities for students in the primary grades. Through partnership with parents, our school is able to offer the SEEDS program. Each week volunteers read books to students in grades K5-third grades. After reading the books, the volunteers ask higher level thinking questions and the students complete a literature based activity.

AIMS Web
AIMS Web is a progress monitoring system based on direct, frequent and continuous student assessment. We assess all students in grades K-1 and special education three times per year for universal screening, general education progress monitoring and AYP accountability.

Response to Intervention-RTI
The RTI program is designed to help the students that fall in the at-risk category on the AIMS Web or MAP testing.. These students can receive an extra 30 minutes of individualized reading instruction four days a week in a small group setting.

Breakfast Club ---Morning Tutoring
Students in grades 3-5 are invited to participate in the Compass Morning Program. Teachers and the instructional team select students based on their MAP scores and classroom performance. During this morning time, students work on Compass Math or other math skills as needed.

Beta Tutoring Program
Fifth grade Beta Club students serve as morning tutors for students in first grade. They work with the students four days a week on skills that the classroom teachers recommend.

Beta Club
Maudlin Elementary School has an award winning Beta Club program. Over the past years they have placed in numerous categories that the Beta Club conventions including: handmade jewelry, sculpture, songfest, wreaths, sketching, essays, t shirts, woodworking, cross stitch, photography, speech, banner, and quiz bowl. Fourth grade students who have a 3.5 cumulative GPA are invited

join Beta Club their 5th grade school year. These students must maintain a GPA of 3.0 and show outstanding leadership to remain active participants in the club.

Instructional Programs

Mauldin Elementary offers a variety of programs to assist in meeting the goals of all students. We use research-based materials and data to develop programs to enhance our curriculum. The school's core curriculum is guided by the South Carolina State Standards and the district curriculum outlines on Rubicon Atlas. Teachers have access to computer programs that outline lesson strategies and techniques for quality deliverance. Parents are encouraged to communicate with the school any concerns regarding their child's participation in the academic program.   The Instructional Coach and the administration ensure that teachers have a variety of resources to instruct students. These resources are research-based principles from the following models:

Language Arts Program
Greenville County elementary schools use the Balanced Literacy framework. This includes components unique to primary grades such as shared reading and literacy centers, in addition to components used in primary and intermediate classrooms that include guided reading and interactive read alouds. Two times during the school year, teachers administer the Fountas and Pinnell Benchmark Assessment. Teachers use the results of this assessment to determine students' independent, instructional, and frustration levels. They then design reading groups and lessons based on students' levels and skills needed. District assessments that correlate with South Carolina State Standards and Balanced Literacy are also used by classroom teachers to monitor student learning. The students are tested on written comprehension, written expression and phonics on these forms of summative assessments.

Students participate using **Writing Prompts** in the fall, winter, and spring of each school year. The writing prompts are placed in the students' cumulative record. The teachers use the writing process when teaching writing. Teachers use the following writing process components with the students: prewriting, first draft, revising, editing, and publishing. The prompts are assessed in grades 3-5 using the district writing rubrics. In grades Kindergarten-second grade, district rubrics are used to assess these prompts.

The research is cited in the following source: Strickland, Dorothy. "In Search of Balance: Restructuring Our Literacy Program." *Reading Today*. Oct/Nov96, Vol. 14 Issue 2, p32.

Math

We use the Houghton Mifflin Harcourt "Go Math" Math Program to assist in teaching the Common Core State Standards. All teachers are trained to use *Every Day Calendar Math* as a daily review of skills. The digital version of EDC was purchased and is used school-wide. Teachers

received training on this version in 2012-2013. Teachers use the district's Math pacing guide to help pace their time spent on a skill. Teachers use a variety of assessments to monitor how well the students are progressing. Teachers meet to interpret the results and determine if the strategies being used are effective.

We believe that in order for students to lead a successful life and positively contribute to society, they must acquire proficiency in mathematical concepts and skills. The math program is designed to support the South Carolina State Standards for mathematics instruction. Our math program provides challenging activities for all ability levels and seeks to increase thinking skills not only for mathematical thoughts but also across the curriculum. The summer math program provides opportunities to students to practice math skills learned the previous school year.

The elementary Houghton Mifflin Harcourt "Go Math" and Every Day Calendar are all based on research and recommendations summarized in the following references:

Kilpatric, J.,et,eds. Adding It Up: *Helping Children Learn Mathematics*. Washington, DC: National Academy Press, 2001.

National Council of Teachers of Mathematics (NCTM*). Principal and Standards for School Mathematics.* Reston, VA: NCTM, 2000

Bransford, J., eds*., How People Learn*. Washington, DC: National Academy Press, 2001

Social Studies

Our students experience informational reading and social studies content instruction through the social studies textbooks and many other resources, such as historical fiction novels, current events magazines for kids, nonfiction literature, commercially-available teacher resource books on specific topics, and the internet. Students gain practice in speaking, listening, and research skills through simulations, games, projects, videos, and attending presentations of guest speakers. Annual social studies special events are Student Council elections; the observance of Labor Day, Veterans' Day, and Memorial Day; the celebration of African-American History Month in February, Women's History Month in March; Hispanic Heritage Month in September-October; South Carolina Day; Constitution Day; and a variety of other traditional United States holidays. Teachers typically present holiday traditions, history, art, and music through literature, videos, online resources, and the support of the art and music teachers. In presidential election years, our school conducts a Mock Election in which all students in grades 2-5 cast their vote for U.S. President online through a national coordination group. Teachers are currently receiving training in the application of the South Carolina State Standards to the social studies content area and are working with the revised 2011 South Carolina Social Studies Standards. Common unit assessments are utilized on all grade levels per the district's scope and sequence on the Portal. Field trips to Walnut Grove, Columbia, Charleston, North Carolina, and a variety of local

destinations, such as Roper Mountain Science Center and Furman University, reinforce students' knowledge and encourage their application of grade-level standards.

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Health and Science

Our students experience inquiry-based science instruction with the support of state-adopted textbook materials. Students enjoy regular laboratory experiences with their classmates in our school's science lab, coordinated by classroom teachers and the Science Team. Resource kits from the school district, as well as the internet and teacher resource books, anchor many of the laboratory experiences. Teachers use the inquiry-based skills and procedures of the scientific method when planning these labs. All grade levels currently participate in the school and district-level Science Fairs. Annual events such as the celebration of Red Ribbon Week in October; Science Fun Day in October; Science Fair in February/March; and participation in the CATCH Program and the Culinary Creations healthy school nutrition program allow students to apply their health and science knowledge for real purposes. Students observe life science and weather phenomena in our Butterfly Garden throughout the year. Field trips to Roper Mountain Science Center, Camp Greenville, aquariums, the Children's Museum of the Upstate, and many other local sites support students' science learning. Teachers also supplement the science process skills with the teaching of informational reading and research skills through the use of trade books, novels, children's magazines, nonfiction texts, and the internet.

Martin, Jr., R.E., Sexton, C., Wagner, K., & Gerlovich, J. (1994). *Teaching Science for All Children.* Boston: Allyn and Bacon.

Instructional Support Programs

Support Services
Students at Mauldin Elementary receive a high level of support services from an outstanding staff of resource personnel.

Challenge Program

The Challenge Program is designed to meet the needs of academically gifted and talented students. This is a pull-out enrichment program that encourages inquiry, flexibility, creativity and critical

thinking. Third graders participate in two hours and 5 minutes of Challenge classes weekly. Fourth and fifth graders attend Challenge classes for three hours and twenty minutes each week. (Not sure about these times)

The curriculum is designed to challenge students with rigorous complex class work and research. The units of study are aligned with state standards and are designed to be covered in one semester. This program serves 21 third grade students, 30 fourth grade students, and 45 fifth grade students.

Computer Lab/Technology

Mauldin Elementary is dedicated to integrating technology into all areas of the curriculum.   We have district recommended software, such as Compass Learning, on all PCs which provides an individualized computerized program to assist in student achievement.

The computer lab provides the opportunity for students to learn basic computer functions and basic functions of Microsoft applications which include Power Point and Word. Students are also introduced to exploring the Internet, researching topics, and publishing their work. Technology words are introduced in support of student achievement. These enhance students' communication skills in our world of technology. Each classroom is equipped with a Promethean Board. We also have three LCD projectors. Our school was refreshed with new computers during 2014-2015 school year. This refresh cycle included new admin and teacher laptops, 2 student laptops per each 3, 4, 5 and SPED classroom, 2 Chromebooks per each K, 1, and 2 classroom and a 15 Chromebook cart for check-out. Old teacher laptops were re-purposed for student use in the classroom, giving each classroom a total of 3 student stations.

Counseling Services

Our Comprehensive School Counseling program is staffed with one full-time counselor and one part-time who visit each classroom monthly. They present engaging lessons on a multitude of topics ranging from understanding emotions, to developing responsibility, to learning about careers. Also, they provide small group counseling for students, offer parenting workshops, and make referrals to outside agencies.Our two counselors strive to meet student's individual needs through individual counseling sessions. All of the sessions are based on our school improvement plan and data that identifies areas of need.

Media Center

The Mauldin Elementary Media Center is a very busy place. Located near the center of the school, the media center offers students, teachers and parents materials and services that support the curriculum. The media center staff assists members of the school community in learning how to find and use these resources and encourages all who enter to select materials that expand their knowledge base and/or foster the love of reading. A dedication to collection development by the media specialist ensures that the materials in the media center meet the needs of the school

community it serves and also meet District and State standards for library collections. Currently, the media center houses almost 19,000 holdings in print, non-print (videos and DVDs), and manipulative formats. It also possesses the balanced literacy library for teachers to use as a resource in conducting guided reading groups, which holds approximately 25,000 leveled readers. It circulates approximately 9,000 items per month. It is staffed by one full-time library media specialist and one full-time media clerk. It is open from 7:30 a.m. to 3:00 p.m.

The library media specialist sees every kindergarten and first grade student weekly on a fixed schedule. Students in second through fifth grade visit the media center weekly using a pass system. Teachers can send students to visit the media center at any time. Grade levels are also encouraged to schedule cooperative lessons with the media specialist as classes work on research on writing. While there is flexibility in media instruction, the media specialist uses state standards in different subject areas. In addition, the media specialist incorporates information literacy skills as prescribed by the American Association of School Librarians into every lesson. These skills include, but are not limited to, reference skills, literature appreciation, and computer instruction. The media center has nine computers available for community use, and it is located adjacent to the school computer lab. The media center is home to WMES, the closed circuit television "station" that broadcasts news to the school community every morning at 8:00. The media specialist is in charge of the student news crew, which includes two anchors, a history reporter, a birthday reporter, and behind-the-scenes personnel who operate the video and sound systems.

Each year, the media center sponsors spring and fall book fairs each year, the proceeds of which are used to purchase more books and supplies for the media center and its programs. Other school activities that have originated in the media center are:
- The Teacher Scramble, in which teachers switch classrooms for a half-hour period to read stories to students,
- Read Across America activities in honor of Dr. Seuss' birthday
- Assemblies with guest authors,
- Battle of the Books, a reading incentive program in which 4th and 5th graders read several books from a prescribed list, form teams and participate in question-and-answer sessions about the books, and then compete in school and District playoffs to determine a district championship team.

Special Needs Program

Three and a half full-time resource teachers serve students who are identified with learning disabilities, emotional handicaps, mental disabilities, developmental delays and other health impairments through a psychological evaluation. These students are served through either a pull-out class or through the inclusion program. We have at least one inclusion classroom at each grade level. Students have an Individualized Education Plan (IEP) to help improve skills.

Inclusion Program

The Special Education Department at Mauldin Elementary uses the inclusion model to serve students with disabilities in the areas of reading, writing, and math. The inclusion model consists of the special education teacher going into the general education classroom and teaching with the general education teacher. The two teachers collaborate on lessons plans and strategies to assist all of the children in the classroom. This is a team teaching approach to learning and allows the students more small group instruction as well as individual assistance as needed. The inclusion model at Mauldin Elementary School is used in second, third, fourth and fifth grade.

Speech Program

Mauldin Elementary has one full time and two part time speech therapist who follows a "pull-out" and/or inclusion model to provide academic assistance as listed on each eligible student's Individual Education Plan. The therapists also provide classroom and individual interventions to help aid students with speech and/or language weaknesses in the classroom environment.

The goal of the speech services is to increase the student's articulation and language skills to age appropriate levels and to enable the student to respond appropriately, effectively, and with clarity in the classroom. This is accomplished through a variety of techniques and impacts all areas of the curriculum. Listed below are some of the skills taught:
- Categorization and auditory memory skills
- Listening strategies
- Following directions
- Syntax strengthening
- Describing words
- Articulation skills
- Fluency and rhythm of speech

These services support the work of classroom teachers and the curriculum.

English for Speakers of Other Languages (ESOL) Program

- 66 English language learners are receiving pull-out instruction or being monitored by a certified ESOL teacher.

- Students represent 16 countries and 12 languages

Languages Spoken			Countries Represented	
Arabic	8		Brazil	2
Burmese	1		China	1
Chinese	8		Colombia	4
Germani	1		Egypt	7
Korean	4		Germany	1
Micronesian	2		India	1
Portuguese	3		Jordan	1
Russian	1		Mexico	1
Spanish	30		Micronesia	1
Tagalog	1		Philippines	1
Tamil	1		Puerto Rico	2
Vietnamese	6		South Korea	2
			Uzbekistan	1
			Venezuela	1
			Vietnam	1
			USA	39

Program Goals

- To help students develop listening, speaking, reading, and writing skills in English
- To support students' content area learning
- To advocate for students through teacher collaboration and parent communication
- To facilitate the integration of students into the school community both academically and socially

Extended Day Program

Our extended day program is offered during the academic school year. The program is flexible and students are engaged in both learning and socialization skills at all times. Students are assisted with

the completion of homework and other projects. The program provides a supportive environment for learning by focusing on math, reading, writing and vocabulary.

Physical Education Program

The Physical Education Program at MES focuses on health related fitness and motor skills needed for lifelong engagement in healthy and physical activity. The program uses the State Activities Standards for Physical Education. It is believed that physical activity improves muscular strength, endurance, flexibility, and cardiovascular endurance as well as academics. Overall, positive impact on children's self-esteem and their ability to strive for achievable personal goals are observed. The curriculum is designed to meet the needs and learning styles of all students. The goal is to help students in all areas through active learning. It helps us to meet our statewide goal of 150 minutes of physical education per week. Fitnessgram testing is a state program is used to evaluate fitness levels of students in grade three through five.

Running Club/ Girls on the Run

The running club is a program that gives every student an opportunity to be physically active and learn about the sport of running. The program includes the basics of goal setting, pacing, eating healthy, and how to prepare and train for a 5K Run. The club meets twice a week after school for eight weeks to train for a 5K at the end of the year.

Art Program

 The MES Art Department includes a rigorous and creative curriculum for students in kindergarten through fifth grade. All classes receive visual arts training once a week for 30-45 minutes. Along with meeting and surpassing the required South Carolina state standards, the art projects integrate with the classroom's core subject areas to reinforce content and provide deeper understanding of subject matter. Students use a wide variety of media and are introduced to art history and design elements that become building blocks for a lifelong understanding and appreciation of visual art. This includes a systematic, skill-based process for students to grow as artists throughout their years at MES.

In addition to the weekly art classes, students at MES have opportunities to expand on their visual arts education. Extracurricular art clubs are available for fourth and fifth grade students. Our art clubs provide further training and a deeper understanding of the elements and principles of design. Selected students also have the opportunity to participate in several art shows throughout the community each year. MES also hosts a large-scale art show in our school annually, where each student displays his or her original artwork and invites friends and family members to visit the school and view the art. This provides confidence and a sense of ownership for students.

Music Program

Music supports the goals of Mauldin Elementary School to improve student achievement in all core subject areas and to provide an environment supportive of learning. Whenever possible, the music teachers look for ways to integrate math, language arts, social studies, and science into the lesson. They use a word wall to increase students' vocabulary not only in music, but related subjects as well. They also practice reading skills by following lyrics and by reading passages in the book aloud. The music teachers provide an environment that is supportive of learning by making sure that students can all see and hear the teacher and by providing attractive and informative bulletin boards in the classroom and hallway. Using two grants, the music department purchased Orff instruments for the students. They use these instruments to create their own accompaniment to the songs they have learned during class time as well as during music programs.

The Mighty Eagle Chorus

The MES Mighty Eagle Chorus is made up of fourth and fifth grade students who are selected through an audition process. Rehearsals are held weekly for forty-five minutes. The chorus performs approximately three times a year at school and for other events outside of school. Fifth grade chorus students are eligible through audition to participate in Spring Sing held annually at the Peace Center for the Performing Arts.

IV. Data Analysis and Needs Assessment

Student Test Results

Disaggregated Achievement Results

Student Achievement Outcome

Our mission is aligned with The School District of Greenville County's Education Plan. The Education Plan includes the following objectives:

- Raise the academic challenges and performance of each student
- Ensure quality personnel in all positions
- Provide a school environment supportive of learning

2014-2015 ACT Aspire Data

The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing.

ENGLISH

	Exceeding	Ready	Close	In Need of Support
Mauldin Elementary	185	134	95	16
74.2%				
Greenville County Schools	13,427	10,181	6,761	2,068
72.8%				
Elem Schools with Students Like Ours	128	106	71	15
72.9%				
Statewide	112,368	105,684	78,337	24,733
67.9%				
School: Grade 3	53	41	31	
74.0%				
School: Grade 4	57	56	28	8
75.9%				
School: Grade 5	75	37	36	6
72.7%				

READING

	Exceeding	Ready	Close	In Need of Support
Mauldin Elementary	56	97	138	143
35.3%				
Greenville County Schools	5,284	8,488	8,413	9,161
44.0%				
Elem Schools with Students Like Ours	49	78	88	104
39.3%				
Statewide	41,271	75,070	87,991	108,107
37.2%				
School: Grade 3	17	29	30	53
35.7%				
School: Grade 4	15	37	57	41
34.7%				
School: Grade 5	24	31	51	49
35.5%				

MATHEMATICS

	Exceeding	Ready	Close	In Need of Support
Mauldin Elementary	86	149	170	29
54.1%				
Greenville County Schools	7,738	9,805	10,387	4,545
54.0%				
Elem Schools with Students Like Ours	71	115	110	25
58.4%				
Statewide	59,092	90,980	114,023	57,428
46.7%				
School: Grade 3	41	40	34	14
62.8%				
School: Grade 4	20	59	61	10
52.6%				
School: Grade 5	25	50	75	5
48.4%				

WRITING

	Exceeding	Ready	Close	In Need of Support
Mauldin Elementary	62	283		70
15.1%				
Greenville County Schools	713	8,006	16,604	5,193
28.5%				
Elem Schools with Students Like Ours	59	185		63
20.0%				
Statewide	5,426	68,628	165,272	64,594
24.4%				
School: Grade 3	9	92		18
7.6%				
School: Grade 4	28	107		10
19.9%				
School: Grade 5	25	84		42
16.6%				

ACT Readiness Levels

Results for groups with 4 or fewer students are not shown

Exceeding	Ready	Close	In Need of Support
	1872	342	256

76%

% Exceeding and Ready

Student Counts

We embrace these objectives as the cornerstone of the family-friendly program at Mauldin Elementary School. We have high expectations for all our students; however some of our students have not shown a high level of academic success. Standardized test scores of our low performing students show low achievement in math and writing. Students also have difficulty in thinking and reasoning skills in all academic areas. Many of the low achievers come to us several years academically behind, and sufficient yearly growth cannot be made to make up for deficiencies at the student's current grade level.

Science PASS Data Overtime

SCPASS Science
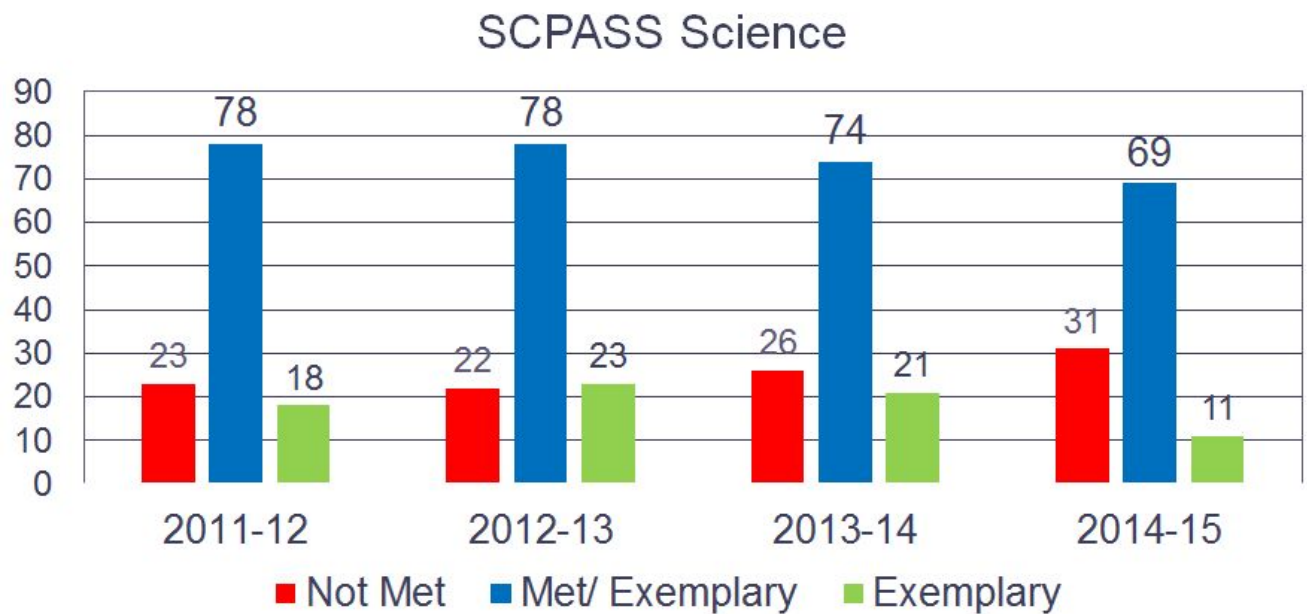
In 2013-2014 students in grades 3 and 5 were randomly selected for the Science test by the State Department. All of the fourth graders were tested in Science. 74% of the students tested scored met or exemplary. We are working hard to look at ways to increase the number of students scoring exemplary, including having our SIC work on exploring options to increase partnerships with businesses that can help provide science support. In 2014-2015 all students in grades 4 and 5 were tested for Science SCPASS. There is an increase of 5% in the number of students scoring in the "Not Met" category.

Social Studies PASS Data Overtime
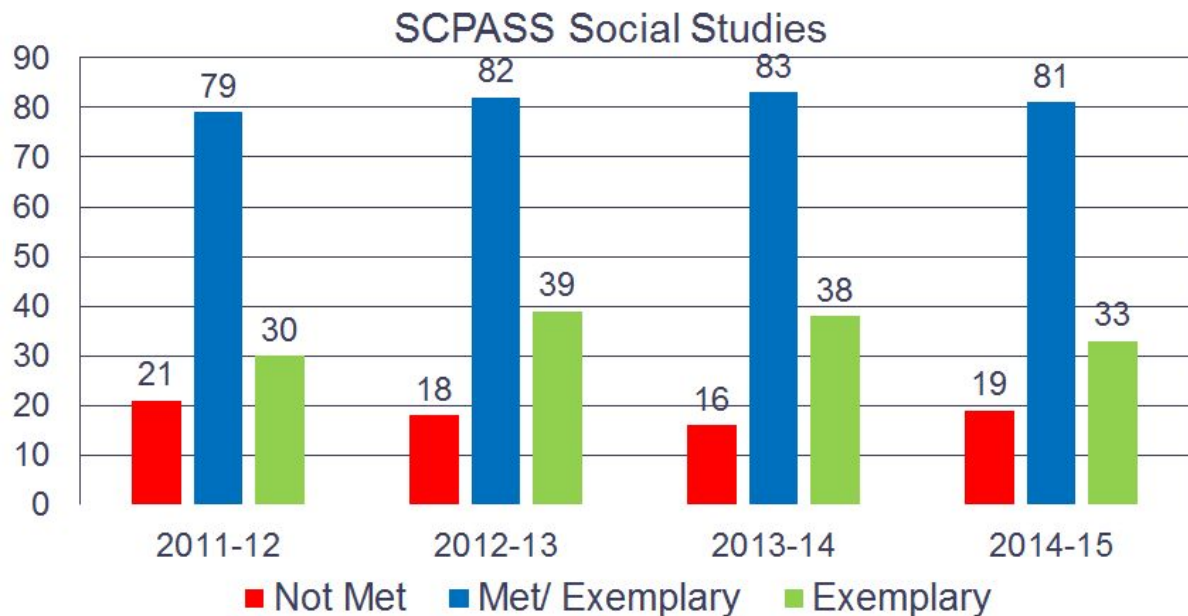
In 2013-2014 students in grades 3-5 were randomly selected for the PASS Social Studies test by the State Department. 83% of the students tested scored in the met and exemplary categories. The number scoring exemplary has remained consistent over the past four years in the range of 30-39%. In 2014-2015, all students in grades 4-5 were administered the Social Studies SCPASS. The percentage of students scoring met/exemplary also remains consistent over time in the range of 79%-81%.

MAP Test Data Overtime
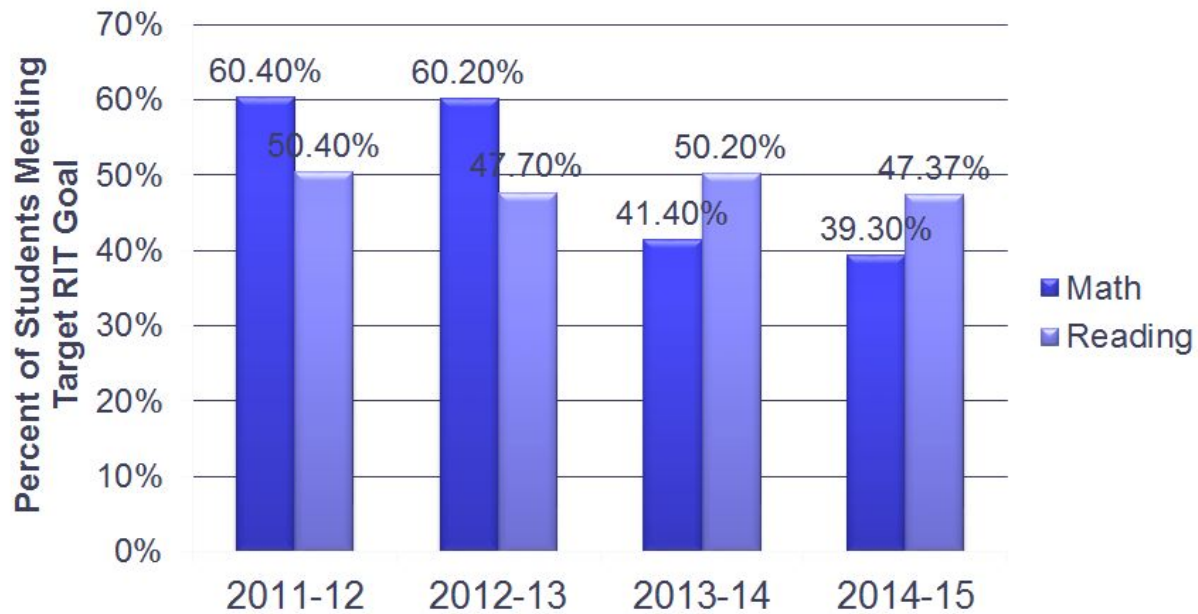
Our school's MAP data shows a decrease in percentage of students meeting Target RIT Growth Goals in Math overtime from 60.4% in 2011 to 39.30% in 2014. The percentage of students meeting their Target RIT Growth Goal in Reading remains consistently around 50%.

School Performance

	Absolute Rating	Improvement Rating	School Grade/ ESEA/ AYP
2014	Good	Below Average	A - 91.6
2013	Good	Below Average	A – 91.7
2012	Good	Good	A – 92.1
2011	Good	Average	No
2010	Good	Excellent	No

Strengths

- MES scored above national average on ACT Aspire in most areas

- Maintained over 80% meeting or exemplary in SS

- Students performed well in math on ACT Aspire

Weaknesses

- Decrease in the percent of students meeting target RIT groups

- ACT Aspire writing scores are very low

- MAP growth data is not consistent with ACT Aspire data

- Science PASS data is trending down

Teacher and Administrator Quality

The administration at Mauldin Elementary supports and encourages professional development for the faculty and staff. A flexible meeting schedule allows for staff development to be ongoing throughout the school year, providing an on-site opportunity to improve instructional strategies and enhance curriculum aimed at each grade level or specialty areas' needs. On-going development activities provide the staff with opportunities to improve personal and professional skills. Additionally, teachers from professional learning teams attend district professional developments that are offered throughout the year.

Implementing the vision of Mauldin Elementary requires each staff member to focus on the strategies defined in the quality planning section and to correlate our professional development to successfully achieve the goals of the plan. We continue to look for ways to maximize the benefits of professional development for our faculty. Workshops or conferences to be attended must support our vision and provide innovative strategies for achieving the goals of Mauldin Elementary.

As we focus on our vision and quality planning, we also seek advice from our faculty to help us plan the areas of professional development to include in our calendar.

Professional Development Plan

2015-2016 Mauldin Elementary

PD Wednesday: 3rd Wednesday	
1st Wednesday each Month	**Standards Driven Instruction** **Faculty**
4th Wednesday each Month	**Student-Centered Instruction** **Leadership Team**
Aug. 10, Oct. 15, Dec. 4, Jan. 15, Mar.11	**Digital Leader Corps**
Oct. 13-14 & Dec. 10	**Inclusive Practices**
District Scheduled Dates	**Balanced Literacy Primary & Intermediate Mentor Cohort**
August 4	**You Matter: Leadership Retreat**
August 26	**MAP Test Training**
September 2	**SLO Training**
September 9 (2nd)	**Cathy Hale: Data Analysis and Decision Making**

September 16	**Vertical Teams: Interactive Note-booking with Tami Finley**
September 23	**Updating Your Web Page**
October 21	**Rhonda Hayes: Preconference Set-up 3-5 Reading Workshop**
October 21	**Technology K-2: Discovery Education Overview**
October 22	**Rhonda Hayes Model 3-5 and Debrief**
November 18	**Rhonda Hayes: Preconference Set-up K-2 Reading Workshop**
November 18	**Technology 3-5: Discovery Education Overview**
November 19	**Rhonda Hayes Model K-2 and Debrief**
January 13 (2nd)	**Cathy Hale: Data Analysis and Decision Making: Planning & Conferencing**
February 17	**Rhonda Hayes: Preconference Set-up 3-5 Writing Workshop**
February 17	**Technology K-2: Discovery Education Board Building**
February 18	**Rhonda Hayes Model 3-5 and Debrief**
March 16	**Rhonda Hayes: Preconference Set-up K-2 Writing Workshop**
March 16	**Technology 3-5: Discovery Education Board Building**
March 17	**Rhonda Hayes Model K-2 and Debrief**
April 20	**Cathy Hale: Data Analysis and Decision Making: Strategies**

IC Success Data Teams & Quarterly Curriculum Review

August 17	**Grade Book & Rubicon Setup**
August 20	**MAP Training & SPED Review**
September 3	**ACT Test Data Analysis – Hale**
October 1	**MAP Data and Goals – Owens**
October 28	**QCR**
November 5	**Pre/Post Math Data Discussion - Hale**
January 14	**QCR**
February 4	**Pre/Post Math Data Discussion - Hale**
March 3	**Pre/Post Math Data Discussion - Hale**
March 18	**QCR**
April 7	**MAP Data and Goals - Hale**

School Climate Needs Assessment

The administration and faculty make every effort to create a safe learning environment that nurtures positive and informed relationships between parents, teachers and students. It is imperative that teachers, parents, and students are satisfied with the learning environment, with the social and physical environment, and with the school to home relationship.

	Teachers					5th Grade Students					5th Grade Parents				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Percent satisfied with learning environment	98.2	92.2	82.0	80.9	100	93.7	89.8	86.0	87.6	86	90.9	91.2	87.5	86.8	89
Percent satisfied with social and physical environment	98.2	98.0	96.0	95.8	95	91.1	91.1	86.0	90.7	83	90.3	84.3	91.8	89.9	89
Percent satisfied with school-home relations	98.2	96.7	96.0	93.8	98	89.9	85.9	86.0	88.2	87	86.8	85.8	82.9	67.7	74

V. Action Plan

Believe
in
Yourself!!

Our Vision and Academic Goals

The Mauldin Elementary staff developed a three-point vision shared by all stakeholders:
- We will work in partnership with parents and the community; we will respect and address each student's needs, gifts and learning styles.
- We will allow our students to experience the curriculum through educational strategies that increase literacy and problem-solving skills.
- We will integrate technology throughout the curriculum to help prepare students for the world of work.

With this vision and our goals in mind, we believe we must plan effectively to provide a quality education for our students.

We have developed an Action Plan that includes our goals, objectives and strategies to support efforts to achieve the goals. The strategies in the action plan are based on research and best practices that are proven to improve student learning.

To help us to meet our ***goal for ELA and writing***, teachers are using a Balanced Literacy framework. The school district used the Anderson Research Group to audit this model to determine its effectiveness. We also use Interdisciplinary Curriculum: Design and Implementation.Virginia: ASCD, 1989 In addition to the aforementioned sources, further sources for the district wide literacy program can be found in the office of Stacey Shamis, Balanced Literacy Consultant for our schools.

To help us reach our ***math goal*** teachers use the Houghton Mifflin Harcourt "Go Math", and Everyday Counts programs which are all based on research and recommendations summarized in the following references:Kilpactrick,J., et, eds, Adding It Up: Helping Children Learn Mathematics. Washington, DC. National Academy Press, 2002. The National Council of Teachers of Mathematics (NCTM), Principal and Standards for School Mathematics Peston, VA: NCTM, 2000 In addition to the aforementioned sources, further sources for the district wide mathematics program can be found in the office of Cathy Hale, Mathematics Consultant for our schools.

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 SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by SC Ready.

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

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

Baseline data to be established in 2015-16.

☒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 SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by SC READY.

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

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

Baseline data to be established in 2015-16.

☒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 SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

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

Baseline data to be established in 2015-16.

SC READY % 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 SC READY.

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

DATA SOURCE(S): ESSA 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual	70.6			
District Projected	X			
District Actual	72.9			

*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): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	80.85			
District Projected	X			
District Actual	81.2			

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

ITBS

☒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
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile	62nd 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	51st percentile		

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Review MAP and PASS data to identify students' strength and weaknesses	August 2012-2017	Teachers and IC	-0-	-0-	Data Meetings
Implement the Fountas and Pinnell Balanced Literacy Program	August 2013-2017	Teachers	-0-	-0-	Classroom visits
Ensure that the Math and Reading programs are guides by the State Standards	August 2012-2017	Teachers and IC	-0-	-0-	Lesson Plans
Provide additional support for students by using the Compass programs for Math and Reading	August 2012-2017	Teachers	-0-	-0-	Compass Report
Provide a RTI teacher to work with students in grades K5-5	August 2012-2017	Principal	$30,000.00	Local Funds	Benchmarks Results
Differentiated instruction	August 2012-2017	Teachers	-0-	-0-	Classroom Observation Lesson Plans
Maintain and implement focused learning strategies	August 2013-2017	Teachers and IC	-0-	-0-	Classroom Observations Lesson Plans
Implement the State Standards	August 2012-2017	Teachers	-0-	-0-	Classroom Observation and lesson plans
Use the writing process with students during a writing block	August 2012-2017	Teachers	-0-	-0-	Classroom Observation and lesson plans
Continue to display students writing on the writing wall board	August 2012-2017	Teachers	-0-	-0-	Bulletin Board display
Implement the SEEDS program in grades K-3	August 2012-2017	Parents	-0-	-0-	Classroom Observation

▫Student Achievement ▫**Teacher/Administrator Qualit**y ▫School Climate ▫Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 1. Train all teachers in the **Fountas and Pinnell Balanced Literacy Program**
2. All teachers will receive quality Professional Development on the **SC State Standards**

ANNUAL OBJECTIVE: 1. 100% of the teachers will attend the required Fountas and Pinnell Balanced Literacy training
2. Teachers will attend Professional Development relevant to the subject areas.

DATA SOURCE(S):   GCS Portal print out

	Baseline 2011-12	Planning Year 2012-13	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Projected	x	x	100	100	100	100	100
Actual	100.0	100	100	100	100		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Attend Balanced Literacy Training	June 2013	Teachers	District	District	Portal printout
Implementing Balanced Literacy	Fall 2013-2017	IC and Trainer	District	District	Classroom Observation
Balanced Literacy Professional Development Book	August 2013 - 2017	IC and Teachers	-0-	-0-	Media Printout
Attend the ELA SC State Standard Sessions	August 2013 - 2017	Teachers and IC	-0-	-0-	Portal Printout
Attend the Math SC State Standard Sessions	August 2013 - 2017	Teachers and IC	-0-	-0-	Portal printout
Leveled Reader Library	August 2013 - 2017	IC, Media Specialist, Volunteers	approximately $3,000	PTA District	Media Center circulation printouts Classroom observations
Library Book Allocations to support CCSS	August 2013 - 2017	Media Specialist	District	District	Media Center circulation printouts

▫Student Achievement ▫Teacher/Administrator Quality ▫**School Climat**e ▫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	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.8	96.5	96.7	96			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95	95.6			

▫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 91.2 % in 2012 to **96.2 %** 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 – Question #5

	Baseline 2011-2012	Planning Year 2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Projected	X	X	92.2	93.2	94.2	95.2	96.2
School Actual	91.2	87.5	86.8	86			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

SDE has not yet provided GCS with the District's Parent Survey results for 2012-2013. 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 89.8 % in 2012 to 94.8 % 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 – Question #18

	Baseline 2011-2012	Planning Year 2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Projected	X	X	90.8	91.8	92.8	93.8	94.8
School Actual	89.8	86.0	87.6	86			
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	83.9 (ES, MS, & HS)			

TEACHER SATISFACTION – LEARNING ENV.

▢Student Achievement ▢Teacher/Administrator Quality ▢**School Climate** ▢Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of **teachers** who are satisfied with the learning environment from 92.2 % in 2012 to **97.2** % 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 – Question #27

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

School Projected	X	X	93.2	94.2	95.2	96.2	97.2
School Actual	92.2	82	80.9	100			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

PARENT SATISFACTION – SAFETY

▫Student Achievement ▫Teacher/Administrator Quality ▫**School Climate** ▫Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of **parents** who indicate that their child feels safe at school from 91.4 **%** in 2012 to **97.4 %** 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 – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.4	93.4	95.4	96.4	97.4
School Actual	91.4	91.8	94.3	98.4			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7			

SDE has not yet provided GCS with the District's Parent Survey results for 2012-13. 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   **94.3 %** in 2012 to **94.8 %** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **0.1** percentages 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	94.4	94.5	94.6	94.7	94.8
School Actual	94.3	86	91.5	89.6			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

▫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 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintains the percentage of **teachers** who feel safe at school during the school day.

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	96	97.9	100.0			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Provide Students with coupons from local businesses	Every Quarter	Attendance Clerk	-0-	-0-	Attendance Printout
Encourage students to stay healthy	Daily	Nurse and Principal	-0-	-0-	Attendance Printout
Fire Drills	Monthly	Principal	-0-	-0-	Log
Display of student work	Monthly	Teachers	-0-	-0-	Hall and Wall Displays
Maintain and clean building	Weekly	Principal Plant Engineer	-0-	-0-	Building inspection Report
Make sure all doors are locked	Daily	All staff	-0-	-0-	Check door daily
Police officer on campus	Daily	Police officer	-0-	-0-	Check in system
Emergency Awareness Drills	Once a year	All Staff	-0-	-0-	Master Calendar
Bus Evacuation	Twice a year	Teachers and Administration	-0-	-0-	Master Calendar
Safe Kid/Patrol program	Daily	Patrol and Advisor	-0-	-0-	Roster
Lock down Drill	Twice a year	Administrators	-0-	-0-	Master Calendar

PBIS Program	Daily	Teachers	$2500	Local funds	Protocols Weekly Drawings
Bullying Program	Monthly	Guidance	-0-	District	Pledge Promise Poster
AED/1st Responder	Twice a year	Nurse	-0-	District	Nurse/District notes

2014 ESEAF/ Federal Accountability Rating System

Overall Weighted points Total	91.6
Overall Grade Conversion	A

2013-2015 School Report Cards

https://ed.sc.gov/data/report-cards

https://ed.sc.gov/assets/reportCards/2015/elem/c/e2301067.pdf