

Summit Drive Elementary School

“Peak of Innovation!”



Summit Drive ~ Peak of Innovation!
Updated 2016

Mrs. Kelly Hellams, Principal
Mrs. Jan Barrett, Administrative Assistant

Greenville County Schools
Dr. Burke Royster, Superintendent
2015-16 through 2017-1018

TABLE OF CONTENTS

Cover Page and Signatures	3
Stakeholder Involvement	4
Assurances for School Plan	5-6
Introduction	7-8
Executive Summary	8-10
School Profile	10-20
Mission, Vision, and Beliefs	21
Data Analysis and Needs Assessment	21-29
School Renewal Plan 2013-14 through 2017-18	30-58
Action Plan 2008 - 2013.....	41-58
School Report Card 2013-2014	59-63

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL **Summit Drive Elementary**
GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (*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

Dr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Hope Taylor		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Kelly Hellams		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 424 Summit Drive, Greenville, SC 20609

SCHOOL'S TELEPHONE: (864) - 355-8800

PRINCIPAL'S E-MAIL ADDRESS: khellams@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 _____ Kelly Hellams _____
2. TEACHER _____ Amy Newton (TOY) _____
3. PARENT/GUARDIAN _____ Cady Johnson _____
4. COMMUNITY MEMBER _____ Rev. Ruth Harrison _____
5. SCHOOL IMPROVEMENT COUNCIL _____ Hope Taylor _____
6. Read to Succeed Reading Coach _____ Amber Gilbert _____
7. School Read to Succeed Literacy Leadership Team Lead _____
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
** Must include the School Read to Succeed Literacy Leadership Team.

POSITION

NAME

Administrative Assistant	Jan Barrett
Instructional Coach	Pell Fain
Special Education	Chris Minard
PTA President	Sarah Ryburg/ John Harper
Teacher	Susan Merrill

***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 district 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 district 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 district 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 district 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 district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

X Innovation

The district 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 Collaboration

The district (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 district 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 district 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 district 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.

X Parenting and Family Literacy

The district 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 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 Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

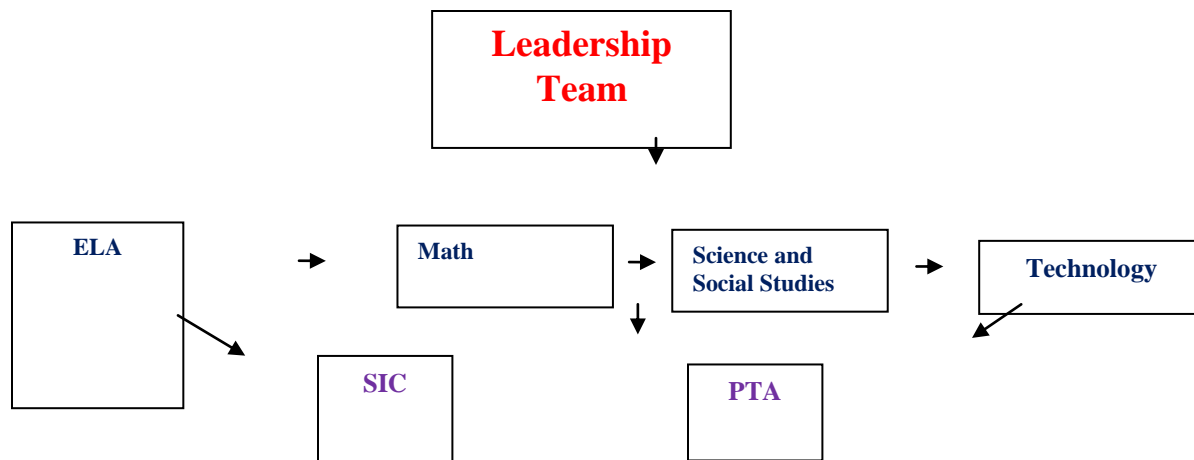
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Introduction

Summit Drive Elementary School faculty and administration began to review information for the School Portfolio update and schools Needs Assessment. Teachers were divided into three smaller groups with a leader to take notes. This activity was beneficial and encouraged all stakeholders to look at how we approach “purpose and direction, governance/leadership, teaching and assessing learning, resources/support systems and the use of results for continuous improvement. First, the standard was introduced by the facilitator and then discussed in each of the three groups. Each group made notes and points and discussed the similarities and differences between the ratings. The standard was discussed with the entire group. When a disagreement in rating occurred, each group responded with their particular rating along with supportive evidence. There was group discussion until consensus was obtained. After the teachers completed the process, administration shared the document with the School Improvement Council (SIC) and PTA for further input. These groups are made up of parents, community members and staff members. Additional input was gathered and changes/additions were made as needed.

The school committees in place are ELA, Math, Social Studies and Science, technology, student services and faculty council, which consists of grade level team leaders. The principal, administrative assistant, instructional coach and a lead teacher chair each committee along with teacher co-chairs. The faculty and staff along with parent members of SIC and PTA assist in the review of the school portfolio and action plan yearly. Everyone graciously contributes to the partnership and strategic planning process at Summit Drive Elementary School.

Each group was given the task of reviewing the portfolio sections and updating content. A lot of discussion centered on changes over the past five years, such as curriculum, programs, organizational changes, and improvements. As each section was completed, groups reviewed the work and sometimes included additional comments and/or suggestions. The committee structure is as follows:



Executive Summary

Needs Assessment for Student Achievement

1. Need: Increasing “end of year” testing and SC-Alt in math, English/Language Arts, social studies and science scores among student subgroups in grades 3 through 5.
 - 1a.Desired Result: Measurable increased student achievement and Annual Measurable Outcomes (AMO’s).
2. Need: Continuing use of data collection to help in decision-making and goal setting for student achievement. (MAP, ‘end of grade’ testing, Aimsweb, LLI, Fountas and Pinnell benchmarking)
 - 2a. Desired Result: Visual evidence of increasing student achievement through charts and graphs. (Quality Tools)
3. Need: Increasing English fluency among ESOL students
 - 3a.Desired Result: Greater communication with teachers and peers, Increase academic progress
3. Need: Create common assessments in reading, math and other subjects throughout the school year.
- 4a. Desired Result: Formative assessments guide instruction before summative assessments are administered.

Needs Assessment for Teachers and Administrator Quality

- Increase student achievement in English Language Arts, math, science and social studies skills through South Carolina Common Core Standards (CCS).
- Create common assessments in reading, math, science and social studies throughout the school year and utilize formative assessments to guide instruction prior to summative assessments.
- Utilize the Rubicon Atlas system for planning and instructional delivery.

- Continue to enhance science curriculum through the STEAM and extension programs. (i.e. butterfly garden, compost project, organic garden, recycling, etc.)
 - Improve communication with parents, outside agencies and organizations to yield more involvement and participation in the school.
 - Continue to use Quality Tools with students to collect data, establish goals and encourage student self-assessment for continuous improvement.
 - Continue to gain knowledge and practice of the authentic writing process throughout the school and community.
 - Increase knowledge and practice of Learning Focused instructional strategies.
- (Version 7)
- Continue to implement a balanced literacy approach (Fountas and Pinnell) so that students on various reading levels are best served.
 - Continue RTI in kindergarten, first, and second grades.
 - Continue to use Thinking Maps school-wide.
 - Increase technology devices and technology instruction

Needs Assessment for School Climate 2014-2015

Student Survey

- Students believe that teachers do a good job teaching math and ELA. They think that teachers expect students to behave. They think teachers give test on what they have learned. Teachers spend time helping students learn according to the student survey.
- Twenty percent of students surveyed do not think their classes are challenging. Sixteen percent of students do not think class is interesting or fun. Fifteen percent do not think the media center has a good selection of books.

Teacher Survey

- The faculty's perception of Summit Drive is astoundingly positive according to the survey. Teachers feel that our school provides challenging programs for students. They feel that teachers set high expectation for students' learning. They also feel that morale is high at Summit Drive.
- The only item that was negative in the survey was that 26% of teachers disagree that our school has sufficient computers for instructional use.

Parent Survey

While the overall perception of Summit Drive is positive, our parents still have the opportunity to share concern in certain areas. As we strive for excellence, areas that we can improve on according to parents are:

- My child's school considers changes based of what parents say (19% disagree)
- My child's teachers invite me to visit my child's classrooms during the school day (17% disagree)
- My child's school includes me in decision making (17% disagree)
- My child's teacher and school prevent bullying at school (17% disagree)

Significant Challenge in past three years

- Continuing to implement Balanced Literacy with fidelity and greater ease in 2013-present (Fountas and Pinnell)
- Increasing technology school-wide with purchase of chrome books
- New SC Common Core Standards implementation
- Steam Initiative
- New 'end of year' state test 2015 and 2016

Significant Accomplishments/Results in past three years

- Gold Award Recipient 2013, 2014, 2015 student achievement
- Safe Schools Award by Safe Kids of the Upstate for the past nine years
- Awarded a grant by LiveWell Greenville for our efforts toward health and wellness
- 1st school in SC to implement the WATCH D.O.G. S. program (Dads of Great Students)
- Received \$5,000 grant from Lowes (2013)
- Technology teacher/ Steam Coordinator added 2015-2016



Summit Drive School Profile

Summit Drive Elementary School is a neighborhood school located in the city of Greenville. The school opened in 1953 and a new building was built behind the old one in 2001. Over the past nine years, Summit Drive's enrollment has increased from 360 to 480 students and serves five year-old kindergarten through grade five. The community that Summit Drive serves is eighty years old. Our school has had a long-standing tradition of support from the neighborhood.

The student population at Summit Drive is very diverse. We have a total population of approximately 488 students. There are 54% Caucasian students, 20% African American students, 18% Hispanic students, 1% Asian and less than 1% American Indian/Alaskan. Free

and reduced lunch is provided to approximately 51% of the students at Summit Drive. Student attendance is maintained at 97%. Our special education population is 4%; and ESOL is 18%.

Summit Drive Elementary School faculty and staff consist of twenty-three classroom teachers. These include: three kindergarten teachers and assistants, four first grade teachers, four second grade teachers, three third grade teachers, three fourth and three fifth grade teachers. Our special education department consists of four special education teachers, one speech therapist, one psychologist, a part time occupational therapist and four special education teacher assistants. We have a full-time guidance counselor, full-time media specialist, instructional coach, part-time Challenge teacher, part-time ESOL teacher, and a science lab manager, and our related arts department consists of: a physical education, art and music teacher. We also offer an after-school program with one director and four staff members. We have one secretary, attendance clerk, nurse, five lunchroom staff, four custodians, an administrative assistant and a principal.

Mrs. Kelly Hellams is in her second year as principal of Summit Drive. Prior to this assignment, Mrs. Hellams was assistant principal at Plain Elementary for six years and administrative assistant at Stone Academy for three years. She has taught third and fifth grade for 10 years at Greenbrier Elementary.

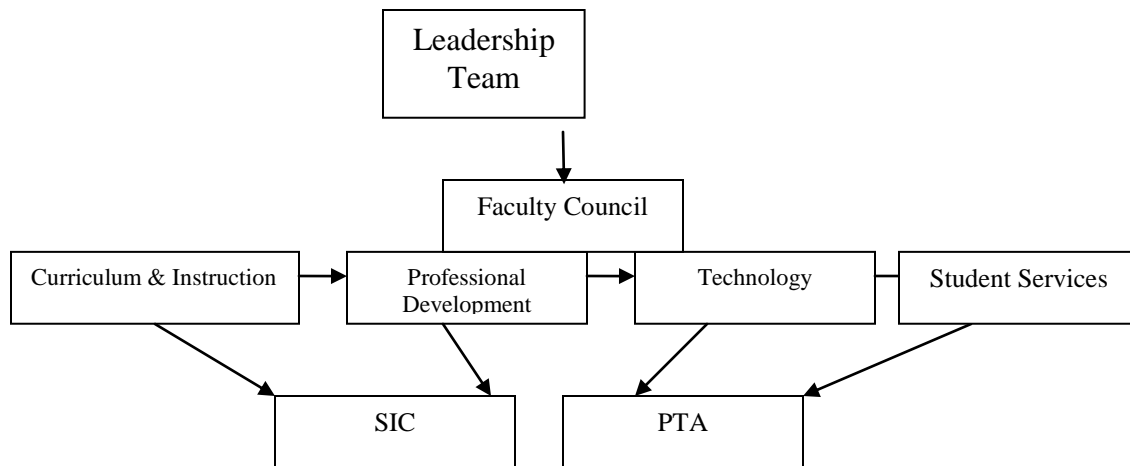
Ms. Jan Barrett joined the administration staff at Summit Drive as its' fourth official administrative assistant. Prior to this assignment, she was the Instructional Coach at Crestview for nine years. She has taught most elementary grade levels and has been a Reading Specialist. She holds a Masters' Degree in Elementary Administration and Supervision.

Administrative responsibilities range in the areas of curriculum and instruction, school and community relations, human resources, communication, interaction with students and educational leadership. Both administrators share in discipline issues, parent conferences and staff related responsibilities. Delegated duties and responsibilities include, but are not limited to:

- Discipline
- Staff Evaluations
- IEP, A-team meetings
- RTI/Aimsweb Leadership Team Chair
- Scheduling

- Safety and Transportation Issues
- Textbooks
- Student recognition incentives

The decision-making structure regarding personnel, safety and some financial decisions begins with the administration; however, most school-wide decisions are discussed and reviewed by teacher committees. Ultimately, a representative from each grade level/department and administration reviews committee reports. This is the Leadership Team whereas most final decisions are made.



Progress towards meeting school-wide goals (i.e. student achievement, school goals, etc.) is discussed with the School Improvement Council and PTA. These two groups are able to discuss and provide valuable input about the school, which is relayed back to the faculty by the administration.

The building principal primarily handles the financial management process and governance of the school. Teachers become involved in the financial allocation of money when reviewing the school renewal plan. Teachers also have an opportunity to share how money is spent for their classrooms and grade level before the closing of the school year.

For over 36 years, the PTA has consistently sponsored many school-wide events such as Back to School Night, Open House, meals for staff, Fall Festival, and Beautification Day. In addition, they sponsored monthly grade level performances and transition nights at the end of each year. Spring will feature additional grade level performances. All profits from PTA events benefit the students.

In addition, the PTA and SIC have undertaken several school projects. They have worked together to provide instructional materials, Science Lab enhancement, Artist in Residence, field

trip support for students, landscaping for campus beautification and an upper grade level playground. A “Memory Lane” was established highlighting memorabilia from past students and staff permanently displayed within the school.

The PTA and staff members continually work to seek additional funding for school projects. Grants and funding have been received from the South Carolina Arts Commission for an Artist in Residence and the Greenville Chapter of the American Institute of Architects for fifth grade studies (Clemson University).

Summit Drive traditionally receives support from the surrounding community. In addition to parents and grandparents, volunteer hours exceed 1,000. Other involvement includes tutors from various colleges, Therapy Dogs for student motivation to read, Fall Festival volunteers from Bob Jones University, Wade Hampton and Greenville High School, arts demonstration students from the Governor’s School for the Arts, and architectural students from Clemson University. Furman students and business representatives have worked with classes through the Junior Achievement Program and we are in our second year of our WATCH D.O.G.S. (Dads of Great Students).

Volunteers/Partnerships

PTA volunteer hours exceed 1,000

City Police and Firefighters

Kiwanis Terrific Kid Program

Safe Kids Program

Student teachers/practicum students from area colleges

Governor’s School for the Arts

Clemson Architecture students

Greenville Symphony

Northgate Baptist Church

WATCH D.O.G.S.

USC Upstate Partnership

Home Depot Partnership

Analysis of School Personnel Data

Summit Drive's Instructional Faculty and Staff

Teamwork is considered essential at Summit Drive and is one of the school's strongest points. The Summit Drive team includes the following members: twenty-three full-time classroom teachers, one full-time media specialist, one instructional coach, one full time resource teacher and one .5 resource teacher, two full-time self-contained teachers for primary and intermediate students, one speech-language pathologist, three full time related arts teachers, one part-time teacher of gifted and talented, one full-time guidance counselor, and one part-time ESOL teacher.

Summit Drive's teachers are highly qualified and experienced educators. Three teachers are new to the school's faculty this year. The following tables illustrate statistical data regarding our instructional faculty and staff.

Instructional Faculty					
Years of Experience	4-9	10-14	15-19	20-24	24+
No. of Persons	9	4	9	7	3

Instructional Faculty Highest Degree Earned	
Degree	Number of Staff
Bachelor's Degree	11
Master's Degree	12
Master's Degree +30	8
Ph.D.	1
National Board Certification	10

Faculty by Gender and Ethnicity	
Female	55
Male	5
African-American	6
Caucasian	52
Other	2

Analysis of Student Population Data

Ethnicity	
African American	86
AA/American Indian	4
Hispanic	100
Caucasian	274
White/Asian	6
White/African American	18
Pacific Islander	9
Asian	2
Am. Indian	3
2 or more races	16

Lunch Status	
Percentage Paid Lunches	49
Percentage Free/Reduced Lunches	51

Academic and Behavioral Features/ Programs/ Initiatives

The processes at Summit Drive support our belief that teachers, students, parents, and community must all work together to educate our students. There are many processes and programs at Summit Drive that strive to meet our students' needs.

The A-Team Process

Students who continue to experience difficulties after receiving extra help may be referred to the Academic Assistance Team (A-Team), a group of teachers, with the student's parent who develop an individual plan for each student. After completion of the A-Team process, students are screened for a possible referral for a psycho-educational evaluation. Depending on the testing results, the student may receive services from the special education department.

Community Involvement

Parental and community involvement is essential for our continued success. The Parent Teacher Association (PTA) and School Improvement Council (SIC) are actively involved in our decision making. Our PTA and staff share the same vision by providing our students with the necessary tools and support for success. We have collaboratively developed a Watch DOGS program for male role models, technology in the classrooms, and a STEAM (Science Technology Engineering Arts and Math) program. This team approach with parents and community has enabled us to have a successful mentoring program through Mentor Greenville which provides students with a strong role model, a Junior Lego League, and a weekly running club. The PTA and community support

learning in math, language arts, science, and character education. Some of the programs that PTA and community support are: Race to Read School-wide Challenge, holiday meals, Raise Craze, Fall Festival, Kiwanis Terrific Kid Program, Clemson Architecture students, student teachers from Clemson University, USC Upstate, Book Fair, book fair, school store, fifth grade day, and grade level student-led conferences.

School Improvement Council

The School Improvement Council is composed of representatives from parents, teachers, and other community persons. The council meets monthly to discuss school and community concerns, to make recommendations to the principal, and to prepare the annual School Improvement Report.

Student Council

Student Council is a team of third, fourth and fifth graders who have been elected by their peers to represent their school. We have a president, vice president, secretary and treasurer along with representatives from each class on the team. The team meets once a month to discuss and implement projects ranging from motivating students for the PASS test to writing letters to a nursing home in our neighborhood. A recent fundraising endeavor was for the local Julie Valentine Center for children that have been sexually abused or neglected.

Common Assessments

Teachers administer common assessments in reading and math and are required to submit an example of one that has been thoroughly analyzed once a month. Teachers use this information to make instructional decisions and plan instruction.

Accelerated Reader Book Challenge

Students in 2-5 grades check out chapter books from the library. These books must be in their Lexile range. Students read these books during self-selected reading and take them home to read with their parents. Once they complete the book, they take an Accelerated Reading Test on the book that counts towards their reading goal. The passing score is 80% or above. Once they read five chapter books, they are invited to a celebration.

Response to Intervention

Kindergarten assistants continue to provide RTI to their struggling students. The state funded reading specialist works with first and second grades on LLI (Leveled Literacy Intervention). Students are chosen from Aims Web data from kindergarten and first grade. MAP data is used to determine need in second grade. Students are progress monitored every ten days.

Guidance Services

Students in grades 1-5 receive monthly classroom guidance lessons focusing on character education and life skills. Kindergarten also receives monthly classroom guidance lessons with a focus on empathy training. Small groups are held to serve students in all grades. Group topics include family transition, school success, study skills, and self-concept. These groups meet for six sessions. These groups change as needed. The counselor coordinates service projects to assist those in the community. Each year the counselor helps to select and honor terrific kids every nine weeks. She also helps select the governor's citizenship award. Our counselor is also charged with planning and executing a Career Day each year.

Extended Day Program

This program provides supervised childcare for the 180 day school year for children enrolled in Kindergarten through fifth grade at Summit Drive. The program operates from 2:30-6 each school day. Students have a structured daily schedule of homework, outdoor activities, creative playtime, and games.

Enrichment Programs

We offer enrichment classes to our students in Karate and Dance. We look forward to offering enrichment classes again next year and growing an even larger program. This is a pay program.

Fountas and Pinnell

We began Fountas and Pinnell balanced literacy in 2013. The teachers have thoroughly been challenged, yet pleased with the result of their experiences with F and P and are anxious to continue next year. Teachers use the F and P Benchmark Assessment at the beginning of the year to get a baseline of data for leveled grouping. At the end of the year, the assessment is done again in order to determine growth in the students reading levels.

Literacy Mentors

A fourth and second grade teacher serve as our literacy mentors. They attend day in-service several times a year by the district consultants. The goal is to provide model classrooms for the balanced literacy initiative.

STEAM

In 2015-2016, Summit Drive teachers received 60 hours training in STEAM from our district coordinator. This deepened our knowledge of project-based learning as we collaborated each week on our STEAM projects. We studied STEM Lesson Essentials (Vasquez) school-wide to learn how other teachers blended engineering and technology practices into existing math and science lessons. Our first step in the STEAM unit was to create a driving question and map out units. It was difficult to loosely plan the unit knowing that the students would need to guide the direction. Halfway through planning the project, we collaborated with various educators in the district through a critical friends' protocol. This process allowed us to receive feedback and begin to plan next steps. Reading, researching, writing and presentation were integrated with content area learning, engineering, critical thinking and problem solving into each unit. We learned the value of having experts in the community be a part of students' experiences. The process helped me let go of control and give students more choice. We learned about the web-site resources such as Symboloo, Newsela, and Readworks. Students learned to collaborate effectively with peers, valuing each other's unique contributions. Students had choice in creating the end product which included I-movies, posters, brochures and dioramas. Projects were created for real audiences including students, community members and parents.

Inclusion

A team of teachers along with the resource teachers attended inclusion training 2015-2016. We have been transitioning to this model for resource students.

Special Education

We currently have two full-time resource teachers. A leadership team has been trained this year in Inclusion. The two resource teachers use the inclusion model for some students and pull out program for other students that need more intensive support. The resource teacher uses the SRA reading program. The EMD teachers utilize the Edmark reading program and TouchMath. All of the special education teachers pull different materials from the regular education curriculum for all subject areas.

Math Instruction

Greenville County Schools adopted Houghton Mifflin *Go Math* to be used at the elementary level (grades K-5) for this year. The math instruction is common core standard-based. All teachers have been trained in Every Day Counts Math. Fifteen minutes of instruction provides the following: builds concepts on variety of topics over time, class discussions, multiple representations of important concepts analyzing and predicting patterns, problem solving/multiple paths to a solution. In addition, teachers use manipulatives daily to model mathematical concepts and to assess student's understanding. Teachers also document using checklists with noted dates standards introduced, reinforced and maintained. Assessments include performance tasks open-ended questions, recorded observations, student interviews, journal entries, tests, quizzes, student presentations, student self-assessments.

Social Studies, Science and Health

Social studies, health and science are taught in unit format. Instruction and expectations include a high degree of rigor. Lessons actively engage and involve students in the learning process. All levels of the revised version of Bloom's Taxonomy are used when questioning students. An on-going grade level timeline for social studies is visible in each fourth and fifth grade classroom, which is added to and reviewed throughout the year. Teachers and students use maps during instruction. Science and social studies should be integrated with other content areas such as language arts and math. Lessons are based on state social studies standards. A variety of assessment tools are used in the evaluation process. The district provides science kits to teach support teaching science standards. Teachers provide engaging inquiry experiences and follow-up discussions.

Technology

Summit Drive was refreshed in December 2015 with a new laptop for each teacher and new promethean projector in every classroom, and 30 chrome books. PTA has also bought additional laptops and chrome books to decrease our student to device ratio. Teachers integrate technology through instruction as much as possible. Teachers work with the Media Specialist to plan for research projects. We are utilizing Compass regularly and participate in MAP testing two times a year. We also have implemented successful enrichment programs for students such as First in Math and Accelerated Reader. We received new virtual field trip equipment in 2015-2016. Each of our grade levels participate in virtual fieldtrips at least once a year if not more.

Technology Teacher/ Steam Coordinator

In 2015-2016, we used extra funded to hire a half time technology teacher for 2nd – 5th grade. She works with the students on 21st Century skills. We works the other half of the day as our STEAM coordinator.

Assessment

Teachers continue to use the conventional forms of assessment: teacher observation, grading daily performance, homework assignments, unit pre-tests, teacher prepared tests, and project grading. The state scoring scale is used which includes numerical scores and letter grades:

A=93-100 B=85-92 C=77-84 D=70-76 U=Below 70

Teachers use a rubric for units of study, and some utilize student portfolios. Rubrics serve as guides for students to work towards curriculum goals and to help students evaluate their progress. MAP testing provides teachers with the actual performance levels of their students as well as skills and concepts needed for individual mastery. ITBS is administered in the fall for second grade and in the spring for fourth grade. Grades 3-5 take the state PASS test each spring. All of our grade levels participate in data team meetings to discuss formative and summative common assessments. This conversation allows them to determine areas of concern and mastery of concepts.

Grade Level Meetings

The administration and instructional coach meet with individual grade levels weekly. During these meetings, we discuss curriculum issues. Information and training from the district is reviewed. Teachers are kept abreast of the latest methods of delivering instruction. Each teacher has a grade level notebook divided into sections that include subject area, assessments, and a curriculum calendar. Data from all mandated assessments are analyzed and a plan of action is created to improve student achievement.

School Committees

Teachers in each grade level are represented on the school's Faculty Council. We also have a representative from related arts. We have three special committees that only meet at certain times of the year: Sunshine, Technology and Special Programs. Subject specific vertical team committees meet monthly to discuss best practices in curriculum/Instruction.



Mission, Vision and Beliefs

Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by providing a challenging learning environment infused with a project-based curriculum. Recently, we have updated our motto to reflect the vision of our school – “Summit Drive, Peak of Innovation.” We believe our rigorous, technology-rich curriculum will prepare every student for successful engagement in the 21st Century. It is our mission to provide our students with a safe and caring learning environment that will prepare them for a successful future.

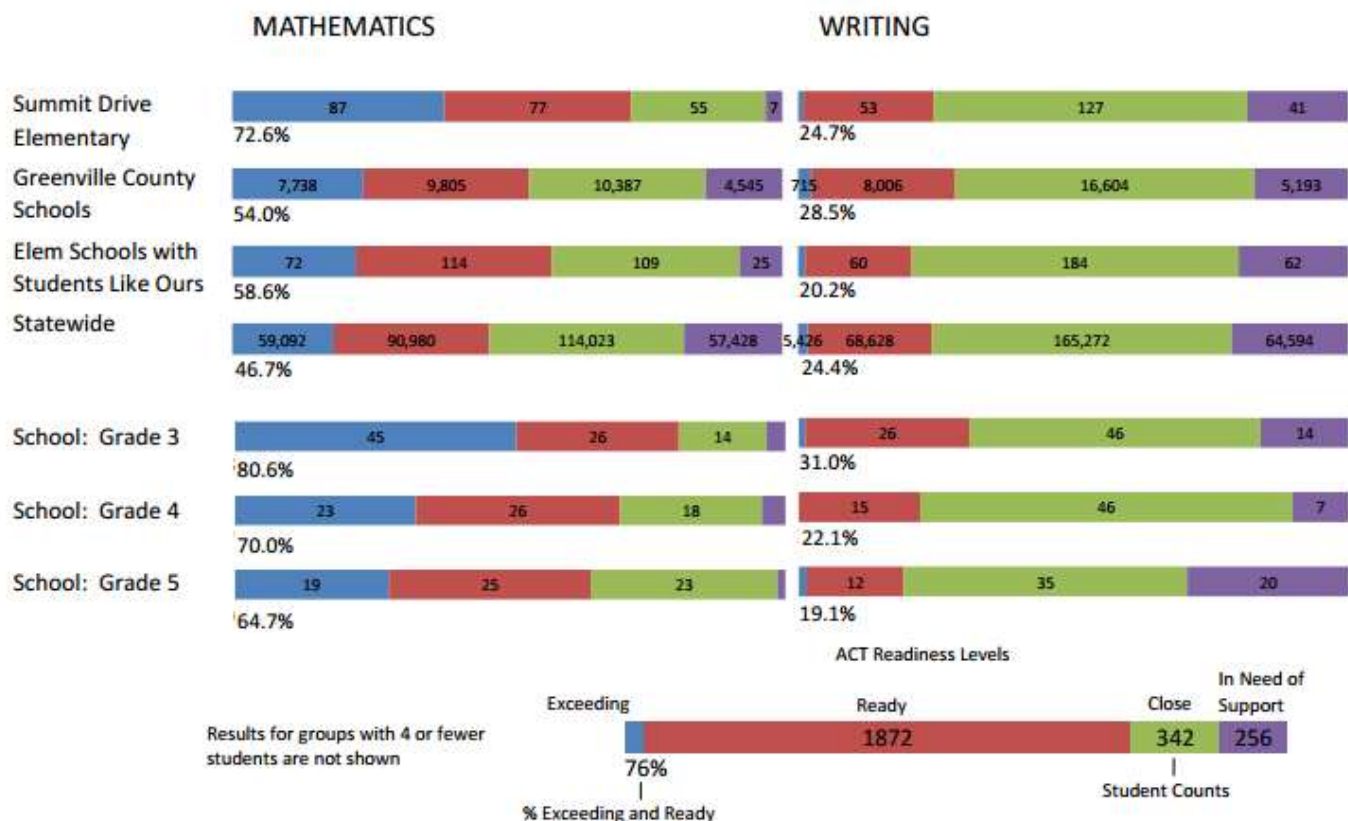
Data Analysis and Needs Assessment

For the past five years, Summit Drive Elementary achieved an absolute rating of Excellent on our school report card. Furthermore, our growth rating improved from Good to Excellent in 2014. Although our students perform well, our challenge is to find ways to enhance the educational experience to meet the specific needs of both our high-performing learners as well as our struggling learners. We work to do this through enhanced instruction and direct teaching. Grade level teachers meet weekly to collaboratively develop lesson plans and common assessments. Test data is analyzed by teachers and administration for the purpose of student achievement.

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. The results are below. Reading and writing was our weakest subject area tested



In the area of English and Reading, Summit Drives scores were a little higher than Greenville County Schools and other elementary schools like ours. Summit Drive scored 76.1% on English and a 46.9% on Reading. Third grade scored the best with 83% on English and 62.5% on Reading.



In the area of Math Summit Drives scores were 18.6% higher than Greenville County Schools and 14% higher other elementary schools like ours with 72.6%. Summit Drive only scored 24.7% on writing. This was 4% lower than the district and 4% higher than schools like ours. Third grade scored the best with 80.6% on Math and 31% on Writing.

Science and Social Studies PAS

The next two tables show our PAS science and social studies scores over the past 3 year. In 2015, only fourth and fifth grade students were tested in science and social studies. Science continues to be a concern with our overall Met/ Exemplary percentage decreasing from 80% Met/ Exemplary in 2013 to 72% Met/ Exemplary in 2015.

Social studies Met/ Exemplary percentages increased from 80.5% in 2013 to 88% in 2015.

Science	Grade 3			Grade 4			Grade 5		
Performance Level	2013	2014	2015	2013	2014	2015	2013	2014	2015
Met/Exemplary	87.2	74.3	N/A	80.6	68.1	70.8 Decrease from 3rd	68.8	82.4	73.5 Increase from 4th
Not Met	12.8	25.7	N/A	19.4	31.9	29.2	31.3	17.6	29.2
Percent Scoring Met/Exemplary (All Students)									
2015	72 (down 1)								
2014	73								
2013	80								

Cohort Group -  Decline - 

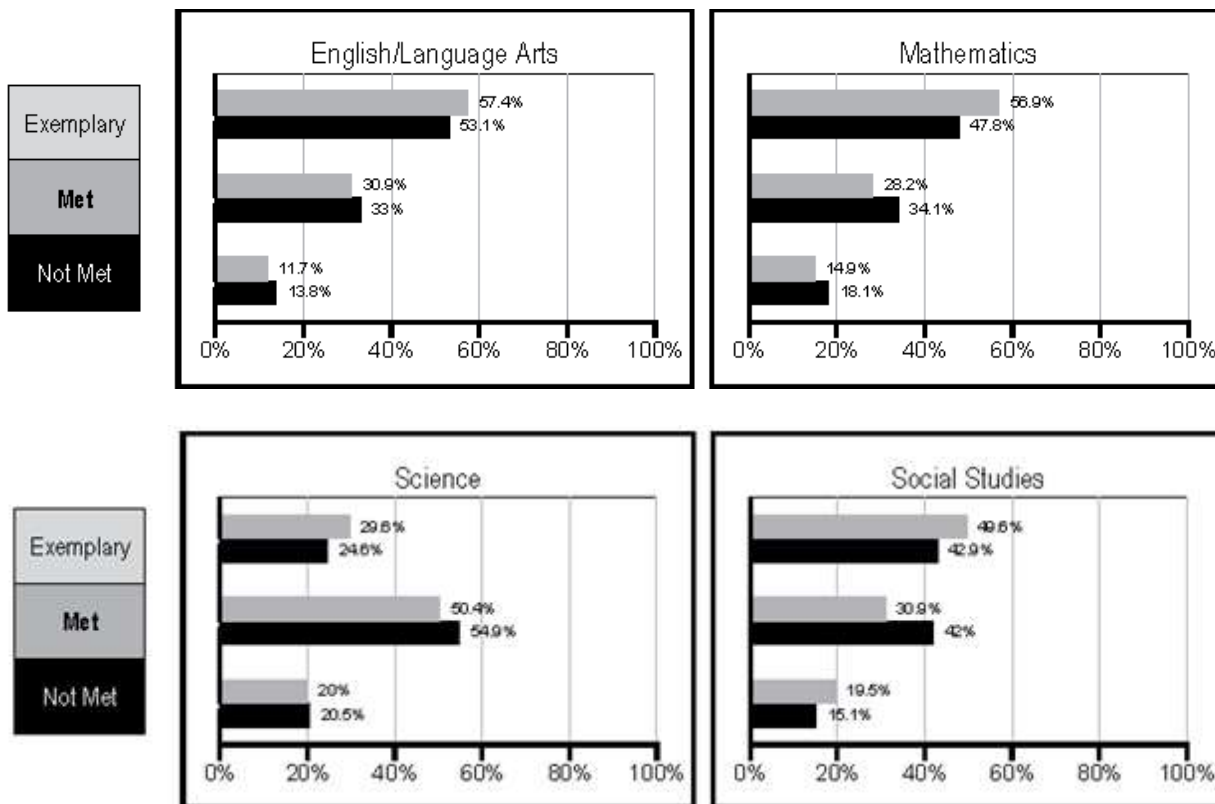
Social Studies	Grade 4			Grade 4			Grade 5		
Performance Level	2013	2014	2015	2013	2014	2015	2013	2014	2015
Met/Exemplary	72.1	79.2	94.4	72.1	79.2	94.4	90.6	87.5	80.9 Increase from 4th
Not Met	27.9	20.8	5.6	27.9	20.8	5.6	9.4	12.5	
Percent Scoring Met/Exemplary (All Students)									
2015	88 (up 4)								
2014	84								
2013	80.5								

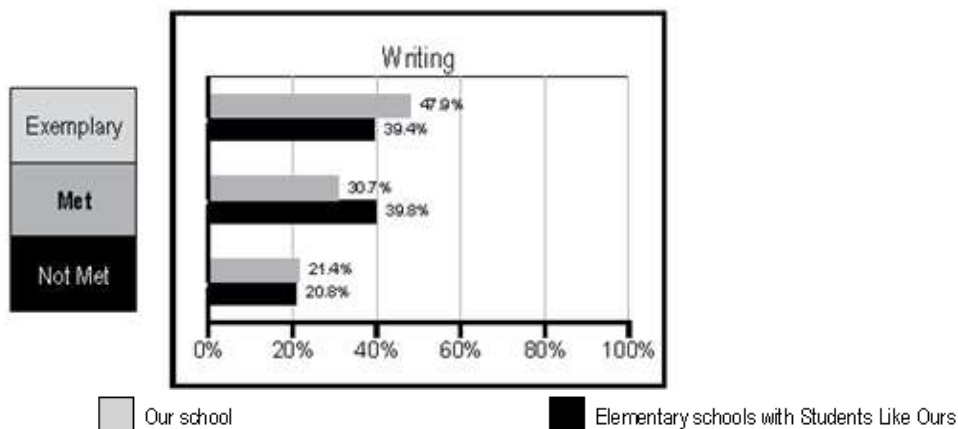


The following two pages show charts of how our students did on PASS compared to elementary schools like ours in 2013 and 2014. It also tracks the percent of students that scored Exemplary, Met, and Not Met in all subject areas.

PASS Data 2013

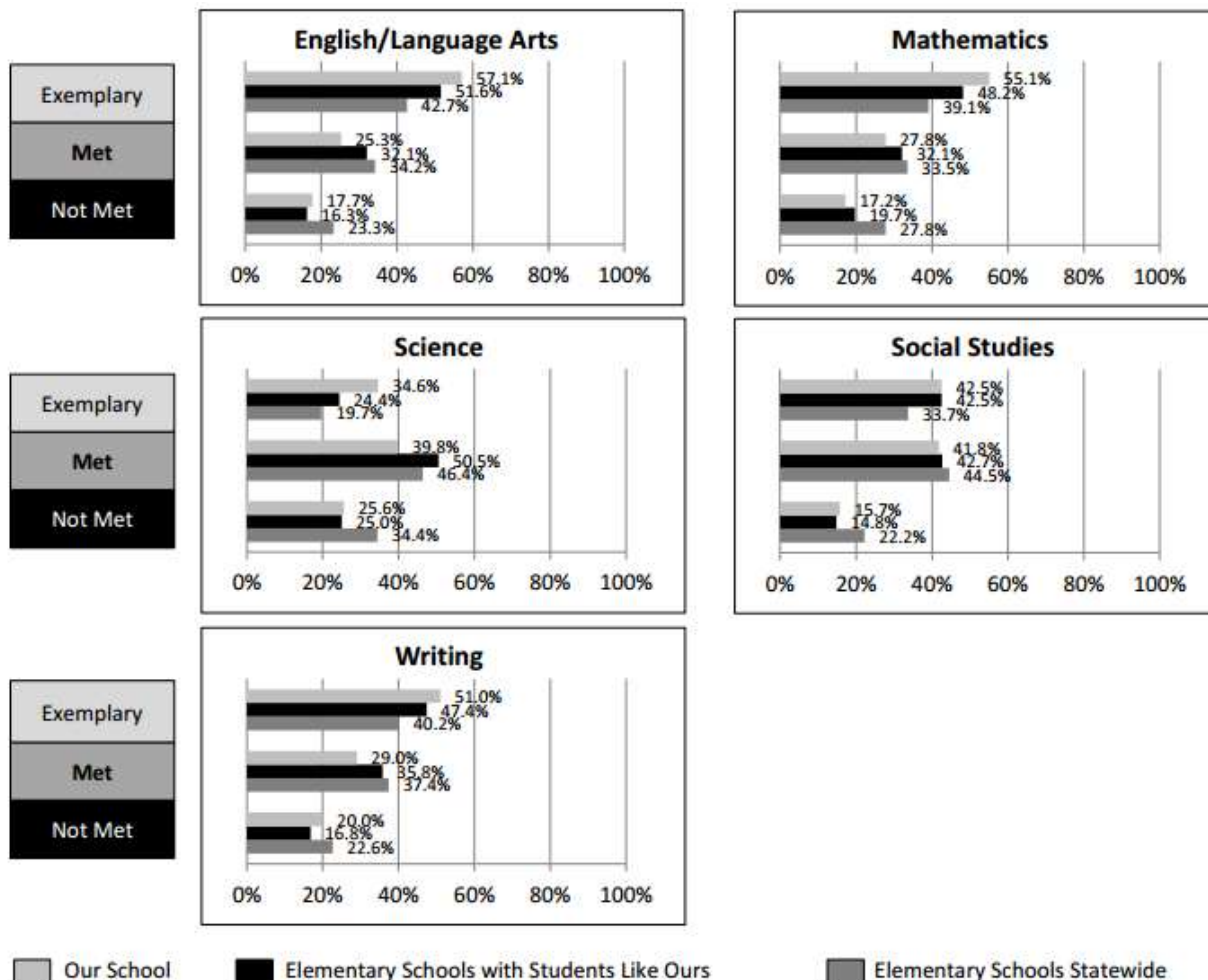
In 2013, our data shows our students at Summit Drive are closing the gap between students scoring not met at other schools like Summit Drive in ELA, Math, and Science. In Writing and Social Studies Summit Drive students scored less percentage points not met than other schools like ours.





PASS Data 2014

In 2014, our data shows our students at Summit Drive scored more students at Exemplary level than schools like ours in all subject areas except social studies. However, our school had slightly more students score not met than schools like our in all areas except math. We need to continue to work to close the gap of our lower performing students.



* Elementary Schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Annual Measurable Objectives for South Carolina Pass 2014 Grades 3-5

The following charts show that Summit Drive did not meet the Mean Score of 640 in all areas on PASS for 2014. Two new sub-groups were *students with disabilities* and *students with limited English proficient*. These were our two lowest areas across the subject area. We also scored lower than 640 on *subsidized meals*, *Hispanic* and *African American*. Summit Drive received an overall score of 89.1, which is a B for this year's data.

Summit Drive Elementary School					11/14/2014	2301087	
SC PASS Performance By Group - ESEA/Federal Accountability							
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
Grades 3-5							
All Students	658.9	665.4	641.5	655.5	100.0	100.0	100.0
Male	653.6	668.9	642.0	657.8	100.0	100.0	100.0
Female	664.6	661.6	640.8	653.0	100.0	100.0	100.0
White	681.9	691.0	673.1	677.9	100.0	100.0	100.0
African American	631.3	624.5	N/A	N/A	100.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	618.8	630.9	594.3	625.7	100.0	100.0	100.0
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	621.9	618.3	N/A	N/A	100.0	100.0	N/A
Limited English Proficient	612.6	617.7	588.3	N/A	100.0	100.0	100.0
Subsidized Meals	630.4	631.4	609.4	628.0	100.0	100.0	100.0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

PASS Test Scores by Subgroups (Met/Exemplary) Grade 3

Grade 3	ELA Met/Exemplary	Math Met/Exemplary	Science Met/Exemplary	Social Studies Met/Exemplary	Writing Met/Exemplary
All Students	83.1	83.1	74.3	88.9	82.6
Male	80	90	82.4	92.3	80
Female	85.4	78	66.7	87	84
Caucasian (44 students)	93	95.5	94.4	96.2	93
African American (15 students)	57	53.3	70	*Subgroup under 10	57.1
Hispanic (12 students)	75	75	94.4	*Subgroup under 10	75
FARMS	66.7	71.1	59.1	75	66.7
Full Pay	100	97	100	100	100

PASS Test Scores by Subgroups (Met/Exemplary) Grade 4

Grade 4	ELA Met/Exemplary	Math Met/Exemplary	Science Met/Exemplary	Social Studies Met/Exemplary	Writing Met/Exemplary
All Students	70.8	69.4	68.1	79.2	72.6
Male	70	70	65	80	65.9
Female	71.9	68	71.9	78.1	81.3
Caucasian (33 students)	97	87.9	97	97	90.9
African American (12 students)	58.3	58.3	*Subgroup under 10	66.7	58.3
Hispanic (23 students)	45.5	54.5	45.5	63.6	56.5
FARMS	51.2	53.7	46.3	63.4	57.1
Full Pay	96.8	90.3	96.8	100	93.5

PASS Test Scores by Subgroups (Met/Exemplary) Grade 5

Grade 5	ELA Met/Exemplary	Math Met/Exemplary	Science Met/Exemplary	Social Studies Met/Exemplary	Writing Met/Exemplary
All Students	93.9	92.4	82.4	87.5	85.9
Male	94.7	86.8	84.2	94.7	80.6
Female	92.9	100	80	76.9	92.9
Caucasian (46 students)	97.8	93.5	95.7	91.3	87
African American (9 students)	*Subgroup less than 10	*Subgroup less than 10	*Subgroup less than 10	*Subgroup less than 10	*Subgroup less than 10
Hispanic (9 students)	*Subgroup less than 10	*Subgroup less than 10	*Subgroup less than 10	*Subgroup less than 10	*Subgroup less than 10
FARMS	86.7	83.3	68.8	78.6	82.1

Teacher Administrator Quality

Summit Drive Professional Development Plan is based on our school goals, as stated in our Action Plan, which is data-driven and aligned with the District Education Plan and the No Child Left Behind Act. Our professional development plan focuses on research-based programs, models, and best practices in education. The following table shows the professional development focus for each year. Staff development initiatives over the past four years continue to be on-going and revisited for refresher trainings. Also, new staff meetings are held monthly to introduce new staff to programs and procedures significant to Summit Drive.

2013-2014	2014-2015	2015-2016	2016-2017
Fountas & Pinnell Year 2	Fountas & Pinnell Year 3	Fountas & Pinnell Year 4	Refining Balanced Literacy
Common Core Standards	District PD – Standard- based Instruction, Data Driven Instruction,	Steam Initiative	Steam Initiative

	Integration, 21 st Century Instruction		
Rubicon Atlas	Rubicon Atlas (District PD)	District PD	District PD
Technology	Student Centered Assessment	Google Drive	Leader in Me
			Google Classroom

In addition to the professional development that is mandatory for Summit Drive, teachers and staff have many opportunities to attend numerous in-service workshops, conferences, and summer in-service workshops. Greenville County's Summer Academy offers many free workshops on various subjects for teachers to earn points and continues each summer.

Needs Assessment for School Climate 2014-2015

Student Survey

- Students believe that teachers do a good job teaching math and ELA. They think that teachers expect students to behave. They think teachers give test on what they have learned. Teachers spend time helping students learn according to the student survey.
- Twenty percent of students surveyed do not think their classes are challenging. Sixteen percent of students do not think class is interesting or fun. Fifteen percent do not think the media center has a good selection of books.

Teacher Survey

- The faculty's perception of Summit Drive is astoundingly positive according to the survey. Teachers feel that our school provides challenging programs for students. They feel that teachers set high expectation for students' learning. They also feel that morale is high at Summit Drive.
- The only item that was negative in the survey was that 26% of teachers disagree that our school has sufficient computers for instructional use.

Parent Survey

While the overall perception of Summit Drive is positive, our parents still have the opportunity to share concern in certain areas. As we strive for excellence, areas that we can improve on according to parents are:

- My child's school considers changes based of what parents say (19% disagree)
- My child's teachers invite me to visit my child's classrooms during the school day (17% disagree)
- My child's school includes me in decision making (17% disagree)
- My child's teacher and school prevent bullying at school (17% disagree)

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

	<i>Baseline 2015-16</i>	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

	<i>Baseline 2015-16</i>	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

	<i>Baseline 2015-16</i>	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	<i>Baseline 2014-15</i>	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	<i>Baseline 2014-15</i>	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	<i>Baseline 2014-15</i>	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	<i>Baseline 2014-15</i>	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

	<i>Baseline 2014-15</i>	2015-16	2016-17	2017-18
School Projected	<i>X</i>			
School Actual	<i>72.4</i>			
District Projected	<i>X</i>	73.9	74.9	75.9
District Actual	<i>72.9</i>			

*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): ESSA Federal Accountability and SDE School Report Card

	<i>Baseline 2014-15</i>	2015-16	2016-17	2017-18
School Projected	<i>X</i>			
School Actual	<i>87.7</i>			
District Projected	<i>X</i>	82.2	83.2	84.2
District Actual	<i>81.2</i>			

*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.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	68 th percentile			

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

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile	62 nd percentile		

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile	51 st percentile		

**ACTION PLAN
2013-2018**

ENGLISH LANGUAGE ARTS

<u>STRATEGY</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Provide RTI instruction to support students having difficulty in reading (Kindergarten teachers and interventionist)	2013-2018	K-2 Teachers	0	NA	Intervention Schedule
Assess student data reading growth in grades 5K-1 and special ed. using Aimsweb	2013-2018	K-2 Teachers	0	NA	AimsWeb Data
Integrate ELA Common Core State Standards	2013-2018	All teachers	0	NA	Lesson plans, Observations
Continue Balanced Literacy during ELA Instruction	2013-2018	All teachers	0	NA	Lesson plans, Observations
Monitor standards-based, rigorous instructional strategies	2013-2018	Administration Instructional Coach	0	NA	Lesson plans, Observations
Utilize the Language Arts Curriculum on Atlas/ Rubicon to ensure alignment of Common Core Standards	2013-2018	All teachers	0	NA	Lesson plans, Observations
Attend district workshops and report back to grade level team	2013-2018	K-5 Teachers	0	NA	Sign-in sheets
Use reading data during student led conferences at the end of the year.	2013-2018	Students, Teachers, Parents	0	NA	Data Notebooks
Use STAR reading program to assess student reading growth in grade 1 and 2	2013-2018	1 st and 2 nd grade teachers	0	NA	STAR Reports

Use Fountas and Pinnell assessment kits to level students for guided reading. (K-5)	2013-2018	Instructional Coach, Teachers	\$355/piece	Local Funds	Assessment Results
Integrate instructional strategies to support critical thinking	2013-2018	All teachers	0	NA	Lesson plans, Observations
Use formative and summative assessments that include common core assessments	2013-2018	All teachers	0	NA	Lesson plans, Observations
Observe best practices by visiting other schools	2013-2018	K-5 Teachers	0	District PD Funds	Summary of visit
Meet the needs of LEP students with focus on reading, writing, vocabulary, and comprehension	2013-2018	ESL teacher	0	NA	Lesson plans, Observations
Continue to support ESOL students daily. (English in a Flash and Compass Learning in morning)	2013-2018	ESOL teacher, Teachers on duty	0	NA	Observations, Reports
Analyze ELA common assessments, MAP and 'end of test' scores	2013-2018	Instructional Coach, K-5 teachers, Administration	0	NA	Reports
Continue using the Race to Read program and students take AR tests	2013-2018	Instructional coach, K-5 teachers, Media Specialist	\$350	PTA	Reading Logs, Teacher Records
Administer and analyze running records	2013-2018	K-5 Teachers, Special Education	0	NA	Running Records
Support multileveled approach to reading by adding various sets of titles and genres to library	2013-2018	K-5, Special Education	\$5,000	Local Funds PTA	Check-out System
Participate in Fountas and Pinnell training	2013-2018	K-5 Teachers	0	District Funded	Log-in
Inclusion for 3 rd , 4 th and 5 th grade students	2013-2018	½ time resource teacher	0	NA	Observation
Participate in the All-Star Reading Incentive provided by the district	2013-2018	Media Specialist, Teachers	0	NA	Participation Log
Participate in Battle of the Books (4 th and 5 th Grades)	2013-2018	Media Specialist	0	NA	Contest @ District level
Full-time Literacy Coach works with 1 st - 2 nd grade students	2013-2018	Literacy Coach	0	NA	Observation
Instructional Coach and 2 teachers Participate in Balanced Literacy Mentor Training	2013-2018	Fain, Newton, E. Johnson	0	District Funded	Log-in
Continue using "We're All Ears" with 2 nd	2013-2018	2 nd grade teachers	0	NA	Schedule

grade students – dog therapy volunteers					
Author's Visit – 3-5 th	2013-2018	Media Specialist	0	NA	Pictures
Sounds in Motion 4K-5K kinesthetic collaborated phonemic awareness	2013-2018	Speech Therapist	0	NA	Observation and Lesson Plans

Writing

<u>STRATEGY</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Continue school-wide letter writing program	2013-2018	School staff, parents and community	\$50	NA	STAR Mail System
Continue to use district writing benchmarks to assess students' writing.	2013-2018	All teachers	0	NA	Data
Continue to use Thinking Maps to ensure writing across the curriculum	2013-2018	All Teachers, Instructional Coach	0	NA	Observations
Use authentic writing process during Writer's Workshop in all grades	2013-2018	All Teachers	0	NA	Observations, lesson plans, Bulletin Board displays
Continue to use Noggin Notebooks writing in Kindergarten	2013-2018	Kindergarten Teachers	0	NA	Notebooks
Continue to pass STAR Writing notebooks up to the next grade	2013-2018	1-5 grades	\$200	District Funds	Notebooks and samples
Continue response journals that support writing/ELA Common Core goals	2013-2018	1-5 grades	0	NA	Journals
Ensure consistent use of Common Core-aligned rubrics to assess informational, argumentative and narrative writing	2013-2018	All teachers	0	NA	Lesson plans, Observations
Continue to develop integrated curriculum and literacy skills across all core content areas	2013-2018	All teachers	NA	Lesson plans, Observations	All teachers
Ensure students use various ways to publish final writing assignments	2013-2018	All teachers	NA	Lesson plans, Observations	All teachers

MATH

<u>STRATEGY</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Disaggregate math data from MAP and PASS	2013-2018	Administration, Instructional Coach (IC)	0	NA	Assessments, Spreadsheets, Data Walls
Ensure all teachers are trained in Every Day Math Counts and using it into the curriculum daily	2013-2018	Administration, IC, District	0	NA	In-service sheet from Summer Academy Lesson plans
Utilize Math Common Core State Standards	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations
Employ Learning Focus strategies for lesson planning and within the classroom for instruction.	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations
Utilize the Math Curriculum on the portal to ensure alignment of Common Core Standards	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations
Administer common assessments to determine math level and differentiate instruction to meet individual students' needs	2013-2018	Classroom Teachers	0	NA	Results, Common Assessment Data Analysis Form
Employ formative and summative assessments that include Common Core Assessments and Smarter Balance Assessments using Rubicon Atlas	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations
Use Compass Odyssey Computer Program w/Targeted students	2013-2018	Classroom Teachers	0	NA	Compass Reports, Observation
Ensure spiral review of math skills	2013-2018	Classroom Teachers	0	NA	Observation

Administer MAP Survey of goals test two times a year to monitor progress toward achievement of MAP Math goal	2013-2018	Instructional Coach	0	NA	MAP testing schedule
First in Math Online Program	2013-2018	Classroom Teachers	?	PTA	Online student recognition
Utilize Quality Tools to encourage student goal setting and monitoring of achievement	2013-2018	Students, Classroom Teachers, Parents	0	NA	Student Data Notebooks
Integrate instructional strategies to support critical thinking required for all high stakes testing	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations
Collaborate weekly during grade level planning to assure collaborative, effective standard driven instruction and differentiation for student needs	2013-2018	Classroom Teachers, IC, Administration	0	General Funds	Lesson plans, Observations

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Certified teachers will annually meet or exceed the school and district requirements of identified professional development.

ANNUAL OBJECTIVE: Annually participate in identified professional development on the school and district level.

DATA SOURCE(S): Professional Development registration on the portal; lesson plans; attendance log

	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100.0	100.0	100.0	100.0
Actual	100.0	100.0	100.0			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Attend and participate in Mentor Training Fountas and Pinnell balanced literacy and share with teachers	2013-2018	Fain, Newton, E. Johnson	0	District	Professional Development Portal Observations Attendance Log Sign-in
Attend and participate in school level and district level professional development on Common Core Standards Implementation	2013-2018	IC, Certified Teachers, Administration	0	School District	Professional Development Portal Observations Attendance Log Sign-in Lesson plans

STUDENT ATTENDANCE

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

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

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.9	97.2	96.8	96.9			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Monitor student tardies and attendance on a daily basis and conduct intervention conferences as necessary	2013-2018	Attendance Clerk	0	NA	Daily Attendance Percentage
Complete attendance referrals as necessary for students with attendance issues.	2013-2018	Attendance Clerk	0	NA	Daily Attendance
Recognize students w/ perfect attendance each 9wks.	2013-2018	Attendance Clerk	0	NA	Daily Attendance

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 ____% in 2012 to ____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ 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	<i>2013-14</i>	<i>2014-15</i>	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual	X	100	95.1	96.0			
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 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – LEARNING ENV.

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

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

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ 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					
School Actual	X	97.4	93.5	94.0			
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	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 ____% in 2012 to ____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ 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					
School Actual	100	100	100	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 ____% in 2012 to ____% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ 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 #20

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual	X	97.5	97.6	95.7			
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 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

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

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

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ 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					
School Actual	X	97.4	92	97.0			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

TEACHER SATISFACTION – SAFETY

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

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

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by ____ 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 #42

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual	X	96.4	100	100			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			



GOAL AREA: School Climate

☐ Student Achievement
 ☐ Teacher/Admin Quality
 ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)
 ☐ Other Priority

PERFORMANCE GOAL 1: Provide consistent communication in multiple forms for the staff, parents, and students of Summit Drive.

Baseline Average (2013-14)	2014-15	2015-16	2016-17	2017-2018
The School Report Card Survey data will be reviewed and a school survey distributed at the end of each school year. *See pg. 43 for historical data from surveys	The School Report Card Survey data will be reviewed and a school survey distributed at the end of each school year. *See pg. 43 for historical data from surveys	The School Report Card Survey data will be reviewed and a school survey distributed at the end of each school year. *See pg. 43 for historical data from surveys	The School Report Card Survey data will be reviewed and a school survey distributed at the end of each school year. *See pg. 43 for historical data from surveys	The School Report Card Survey data will be reviewed and a school survey distributed at the end of each school year. *See pg. 43 for historical data from surveys

*Represents projected improvement

STRATEGY/Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Update school/parent and teacher handbook each year.	2013-2018	Administration	0	Local	Updated copy
Contribute school news and events to the PTA eBlast weekly.	2013-2018	PTA	0	PTA	eBlast
Use easel boards and the marquee to advertise all major school events.	2013-2018	Custodial Staff Administration	0	NA	Viewing of Messages
Post weekly notes of school events on board and in weekly School Reminders to faculty and staff.	2013-2018	Administration	0	NA	Copies of notes
Regularly post school activities on the school webpage.	2013-2018	Media Specialist	0	NA	Archived webpage information
Utilize a template and a weekly schedule for student-led morning announcements.	2013-2018	Attendance Clerk Grades 1-5	0	NA	Copy of Schedule and Guidelines, Conversation with students or teachers
Maintain communication with local media sources.	2013-2018	PTA	0	NA	News articles
Increase parental involvement by extending invitations to school events through School Messenger.	2013-2018	Administrative Assistant	0	NA	Invitations, surveys and Quality Tools
Maintained collaboration with Northside United Methodist Church and Northgate Church on school projects.	2013-2018	Administration Teachers	0	NA	Record of activities Sign-in system
Develop a process for obtaining parent volunteers for the classroom.	2013-2018	PTA	0	NA	Volunteer Sign-in (School Genius or Volunteer Spot)
Continue to implement Safe and Healthy School Program through website information, Walk to School Days, Safety Patrol Program, Buddy's Safety House and student created articles on school webpage.	2013-2018	PE Teacher Teachers Media Specialist	0	NA	Webpage, participation in activities, student articles
Continue to plan and support ongoing PTA sponsored fundraisers and activities	2013-2018	PTA, school	0	NA	Activities/Agendas
Continue implementation of the school-wide CATCH program and Culinary Creations	2013-2018	All Staff, Parents, Students	0	NA	Semester CATCH activities, lunch reports, training log in sheets
Continue to plan and support our school-wide partnerships. Train our WATCH D.O.G.S. on how to support in the classroom.	2013-2018	USC Upstate, Clemson, Furman, local churches, Upstate Therapy Dogs, Governor's School, WATCH D.O.G.S.	0	NA	Volunteer Sign in System
Continue to plan and support school-wide safety initiatives.	2013-2018	Walk to School Days, B2, No Cell Zone, RunningClub	0	NA	Participation

GOAL AREA: School Climate

☐ Student Achievement ☒ Teacher/Admin Quality ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐ Other Priority

PERFORMANCE GOAL 1: All certified teachers will complete the SAFE-T evaluation every five years.

Baseline Average (2013-14)	2014-2015	2015-16	2016-17	2017-18
Seven Teachers Cycle 5	Seven Teachers	Seven Teachers	Six Teachers	Eight Teachers

*Represents projected improvement

STRATEGY/Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers will participate in an in-service on SAFE-T evaluation requirements each year and receive necessary materials and timelines.	2013-2018	Administration	0	NA	Agenda
All teachers will establish an academic SMART goal based on student data each year with the IC and administration.	2013-2018	Teachers	0	NA	Goal-setting form
Teachers will conduct 2 types of observations during their formal year. (Administration will assign)	2013-2018	Teachers	0	NA	Observation Write up Form
All 8 Performance Standards will be represented in the teachers SAFE-T notebook with collected samples.	2013-2018	Teachers	0	NA	Pas-T notebook
Teachers not on formal will receive 1 ePAS observation for the year noted in the system.	2013-2018	Administration, IC	0	NA	ePAS System
All staff members will participate in district required professional development.	2013-2018	All teachers	\$350	District Professional Development Funds	Book study summaries
Every certified staff member will complete the Greenville County School District survey.	2013-2018	All certified staff members	0	NA	Survey results

Every certified staff member will complete the State Report Card survey.	2013-2018	All certified staff members	0	NA	Survey results, State Report Card
Assigned teachers or grade level will participate in visiting another school to obtain new strategies and instructional tools to use in their classroom.	2013-2018	Select classroom teachers/grade level	0	NA	Summary from visit

2014-2015 Report Card

Summit Drive Elementary
424 Summit Drive
Greenville, SC 29609



South Carolina State Report Card

State and federal laws require public schools to release report cards to the public each year. This year, the report card has been updated to reflect changes in reporting directed by the SC Education Oversight Committee. Schools will not be rated for state accountability purposes until Fall 2017 when the state will transition to a single accountability system. The following reports student performance in school year 2014-15.

Grades:	K-5 Elementary	Principal:	Kelly Hellams
Enrollment:	490 students	Superintendent:	Mr. W. Burke Royster
School Phone:	864 355 8800	Board Chair:	Mrs. Lisa Wells
School Website:	http://www.greenville.k12.sc.us/sumdrive/index.asp		



Profile of the SC Graduate

World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences*

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

WORLD CLASS SKILLS & LIFE AND CAREER CHARACTERISTICS

Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by ...

Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by providing a challenging learning environment infused with a project-based curriculum. Recently, we have updated our motto to reflect the vision of our school – “Summit Drive, Peak of Innovation.” We believe our rigorous, technology-rich curriculum will prepare every student for successful engagement in the 21st Century. For the past four years, Summit Drive Elementary achieved an absolute rating of Excellent on our school report card. Furthermore, our growth rating improved from Good to Excellent in 2014. Although our students perform well, our challenge is to find ways to enhance the educational experience to meet the specific needs of both our high-performing learners as well as our struggling learners. We work to do this through enhanced instruction and direct teaching. Parental and community involvement is essential for our continued success. The Parent Teacher Association (PTA) and School Improvement Council (SIC) are actively involved in our decision making. Our PTA and staff share the same vision by providing our students with the necessary tools and support for success. We have collaboratively developed a Watch DOGS program for male role models, technology in the classrooms, and a STEAM (Science Technology Engineering Arts and Math) program. This team approach with parents and community has enabled us to have a successful mentoring program through MentorGreenville which provides students with a strong role model, a Junior Lego League, and a weekly running club. We also have implemented successful enrichment programs for students such as First in Math and Accelerated Reader. All classrooms are fully equipped with Promethean Boards and student laptops. Grade level teachers meet weekly to collaboratively develop lesson plans and common assessments. Test data is analyzed by teachers and administration for the purpose of student achievement. Summit Drive Elementary has been awarded the Safe Schools Award by Safe Kids of the Upstate for the past nine years. We have also been recognized and awarded a grant by LiveWell Greenville for our efforts toward health and wellness. We are proud of our strong school community and rich traditions at Summit Drive. It is our mission to provide our students with a safe and caring learning environment that will prepare them for a successful future. Kelly Hellams, Principal Hope Taylor, School Improvement Chair

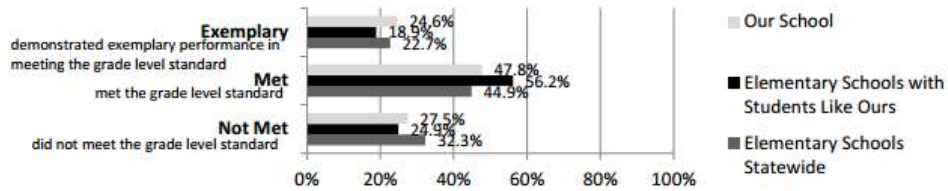
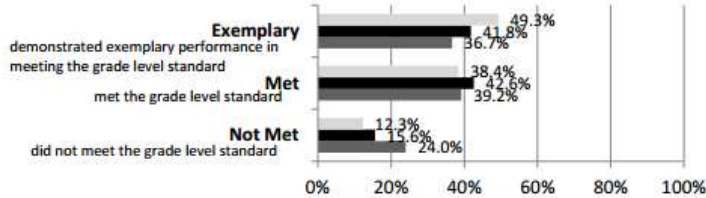
KNOWLEDGE

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



KNOWLEDGE

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies.

Science**Social Studies**

Science SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
71.4	73.5
Social Studies SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
94.3	80.9

Note: Results include SC-Alt assessment results.

Exemplary	"Exemplary": student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met": student met the grade level standard.
Not Met	"Not Met": student did not meet the grade level standard.

Elementary Schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

OPPORTUNITIES**For students to meet the profile of the SC Graduate**

	Our School	Change from Last Year	Elementary Schools with students like ours
Students (n = 490)			
Percent of students participating in Medicaid, SNAP, or TANF; homeless, foster, or migrant students (poverty index)	56.3	Down from 64.1%	N/A
Attendance Rate	96.8	Down from 97.2%	96.2
With disabilities	14.8	Up from 13.1%	11.5
Out of school suspensions or expulsions for violent and/or criminal offenses	0.0	No change	0.0
Percentage of students served by gifted and talented programs	14.6	Up from 12.7%	9.9
Percentage of students retained	1.0	Up from 0.2%	0.8
Teachers (n = 31)			
Percentage of teachers with advanced degrees	58.1	Up from 53.3%	61.6
Percentage of teachers on continuing contract	87.1	Down from 93.3%	83.8
Teachers returning from previous year	95.1	Up from 91.5%	89.0
Teacher attendance rate	99.2	Up from 94.6%	95.0
Average teacher salary*	\$53,572	Up 5.2%	\$50,042
Professional development days / teacher	8.3 days	Down from 8.7 days	10.1 days
Percentage of teacher vacancies for more than 9 weeks	0.0	N/A	0.4

School			
Principal's years at school	1.0	Down from 9.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 21.2 to 1	20.5 to 1
Prime instructional time	95.4	Up from 90.3%	90.3
Opportunities in the arts	Good	No change	Good
Opportunities in foreign languages	Poor	N/A	Poor
AdvancEd (SACS) accreditation	Yes	No change	Yes
Parents attending conferences	100.0	No change	100.0
Character development program	Good	No change	Excellent
Avg. age of books / electronic media in the school library	13.0	N/A	13.2
Number of resources available per student in the school library media center	25.2	N/A	19.6
Bandwidth capacity per student	<25 Mbps	N/C	N/A
Percent of classrooms with wireless access	76-100%	N/C	N/A
District-issued learning devices per student	0.3	N/C	0.7
District-issued technology devices per teacher	1.1	N/C	1.7
Percentage of classes not taught by highly qualified teachers	0.0	No change	0.0
Dollars spent per pupil**	\$7,498	Down 1.4%	\$7,239
Percent of expenditures for instruction**	64.1	Up from 63.8%	66.9
Percent of expenditures for teachers' salaries**	65.1	Up from 64.4%	68.0

* Includes current year teachers contracted for 190 days or more.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

OPPORTUNITIES**Evaluations by Teachers, Students, and Parents**

Evaluations by Teachers, Students, and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	31	66	48
Percent satisfied with learning environment	100.0	94.0	96.0
Percent satisfied with social and physical environment	100.0	96.0	90.0
Percent satisfied with school-home relations	100.0	100.0	88.0

* Only students at the highest elementary school grade and their parents were included.

State Ratings History of School

Year	Absolute Rating	Growth Rating
2014	Excellent	Excellent
2013	Excellent	Good
2012	Excellent	Excellent

Based on state law, schools will not be rated for state accountability purposes until Fall 2017.