East North Street Academy
of Mathematics and Science

Where Inquiry and Achievement All Add Up!

Strategic Plan
2013-14 through 2017-2018

Dr. Dawn Hooker, Principal
Mr. Cory Terry, Assistant Principal

GREENVILLE COUNTY SCHOOLS
Where Enlightening Strikes!

Mr. Burke Royster, Superintendent

Updated for 2017

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

EAST NORTH STREET ACADEMY

GREENVILLE COUNTY SCHOOL DISTRICT

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

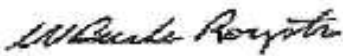## SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 *(one year)*

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

Dr. Crystal Ball O'Connor		3/31/2017
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster	*(signature)*	3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Paige Patton	*(signature)*	3/31/2017
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Dawn Hooker	*(signature)*	3/31/2017
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Diane Davis	*(signature)*	3/31/2017
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 1720 East North Street Greenville, SC 29607

SCHOOL'S TELEPHONE: (864) 355-2900

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

Stakeholder Involvement

POSITION	*NAME*
1. PRINCIPAL	Dr. Dawn Hooker
2. TEACHER	Ms. Beth Whalen
3. PARENT/GUARDIAN	Ms. Nikki Thompson
4. COMMUNITY MEMBERS	Mr. Dale Sutton and Mrs. Santora Bolling
5. SCHOOL IMPROVEMENT COUNCIL	Mrs. Paige Patton

6. Others:

Mrs. Amanda Guest, Inter. Instructional Coach
Mrs. Miriam Gault, Primary Instructional Coach
Mrs. Jennifer Brown, Magnet Coordinator
Mrs. Joyce Joy, Title 1 Facilitator
Mr. Cory Terry, Assistant Principal

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

✔ _____ **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

✔ _____ **Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

✔ _____ **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

✔ _____ **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

✔ _____ **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

N/A___   Innovation

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

✔_____   Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

✔_____   Collaboration

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

✔_____   Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

✔_____   Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

✔_____   Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

✔_____   Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the

education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

✔ _____ Coordination of Act 135 Initiatives with Other Federal, State, and District Program

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

Table of Contents

Introduction

During the 2016-2017 school year, East North Street Academy of Science and Mathematics updated the School Improvement Plan using the South Carolina State Department guidelines. The plan includes Student Achievement, Teacher/Administrator Quality, and School Climate. Our Faculty Council and Vertical Teams updated the various sections of the Strategic Plan. East North Street Academy (ENSA) of Mathematics and Science is a city school in Greenville, South Carolina. ENSA serves students in 4 year-old kindergarten through grade five. The facilities at ENSA consist of 60 classrooms, a multipurpose room, gymnasium, media center, computer lab, an instructional technology lab and 2 science labs. The school day begins at 8:00am and ends at 2:30pm. Our school provides an after school program for working families.

Faculty Council	Math/Technology	ELA	Science	Social Studies
Action Plan/ Perceptions	**School Profile**	**Vision, Mission, and Beliefs**	**Magnet Program**	**Data Analysis**
Dawn Hooker	Katie McCall	Blair Hardin	Jennifer Brown	Jaclyn Decker
Cory Terry	Alyssa Dickinson	Amanda Huss	Jeremy Brown	Karen Rigney
Rita Terry	Melissa Hull	Pam Baldwin	Shana Grooms	April Henderson
Victoria Gilbert	Brittny Bryant	Sandra Grier	Lauren Hatch	Mykal Moore
Brandy Bishop	Kara Garrison	Candice Wright	Kara Garrison	David Field
Angela Johnson	Marian Magee	Kara Wilson	Simone Walter	Dana Kindelmann
Kristen Alewine	Michelle Monroe	Renee Comstock	Kurt Blocher	Cory Terry
Stephanie Duncan	Valerie Gamble	Diane Davis	Amanda Guest	
Scott Drew	Beth Whalen	Emily Thomas		
Vanessa Norman	Miriam Gault			
Jennifer Brown				
Joanna Potter				
Diane Davis				
Joyce Joy				

Executive Summary

Needs Assessment for Student Achievement:

SCPASS Science:
- Students scoring Exemplary continued to rise until 2015 when a dramatic drop occurred. These scores rebounded in 2016 in 4th grade but continued to drop in 5th grade.
- Students scoring Met dropped in 2014, came up significantly in 2015, then dropped in 2016.
- Students scoring Not Met has continued to rise since 2013. In 2016 Not Met scores remained the same in fourth and rose in fifth grade.

SCPASS Social Studies:
- Students scoring Exemplary continued to rise except for 5th grade in 2016.
- Students scoring Met continued to decline until the number rose in 2016.
- Students scoring Not Met continued to decline, except for fifth grade in 2016.

Measures of Academic Progress:
- Approximately 45 percent of students in grades 2nd-5th are meeting their target RIT in Reading.
- Approximately 44 percent of students in grades 2nd-5th are meeting their target RIT in Math.

Needs Assessment for Teacher and Administrator Quality:
- Need more staff development on Integrating Technology
- Need more staff development on Balanced Literacy components
- Need more staff development on best practices in teaching Mathematics in Number Sense
- Need more staff development on integrating Literacy, Math, and Science

Needs Assessment for School Climate:

Students
- 13% of students agree classes are not challenging.
- 49% of students agree other students do not behave.
- 26% of students agree teachers and students do not get along.

Staff
- 16.7% of staff disagree moral is high among the staff.
- 41.7% of staff disagree parents volunteer in the school and classroom.
- 37.5% of staff disagree the school has sufficient computers for instruction.

Parents

- Work schedule makes it hard for parents to be involved.

School's Significant Challenges from the Past Three Years:

- Transient Population—18%
- Maintaining Magnet Enrollment—29%
- 16% of our students are categorized as ESOL
- Rising Disabled Population—17%
- Increasing our Gifted and Talented Population—12%
- Increasing students who meet their target RIT on MAP Math and Reading
- Two new administrators 2015-2016
- Two new instructional Coaches 2016-2017

School's Significant Accomplishments over the Past 3 Years:

- Maintaining an A on the State Report Card
- Red Carpet Award for 2nd time
- Gold Award for Academic Excellence
- Silver Award for Closing the Achievement Gap (2 years)
- State Winners - Odyssey of the Mind Competition
- $10,000 Lowe's Grant
- $1,500 South Carolina Department of Education for Recycling
- Partnership with Clemson University for integration of CCS into Mathematics (Professional Development)
- 4K Arts Integration Grant Award ($25,000)
- Music Artist in Residence Grant Award ($2,500)
- Partnership with Roper Mountain Science Center for an after school program (Xplorer's Club) 5 days per week for underachieving students
- 61% of 4th and 5th grade students scored Met and Exemplary on SCPASS Science
- 76% of 4th and 5th grade students scored Met and Exemplary on SCPASS Social Studies
- Student attendance is at 96.4%
- Staff attendance is at 95.2%
- Increased Magnet Enrollment form 132 to 216 (25% of total population raised to 29%)
- 30 Donors Choose Grants Awarded to exceed $30,000 in funding
- SAFE School Award

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School Profile

East North Street Academy is a Title 1 school located in the downtown area of Greenville, South Carolina. East North Street Elementary opened its doors in 1956 in the midst of the best neighborhood in Greenville. The school was built to provide relief for Laurel School where most of the students living in this area were being bussed as much of Greenville was still clustered around textile mills. In the fall of 1997, East North Street Elementary established "Academy" identity as a mathematics and science magnet to address issues of declining enrollment, achievement, and increasing minority isolation. The magnet enrollment in 1997 at our school started with 17 students. Magnet enrollment today totals 216 students and continues to rise. Today's total school population is approximately 746 students. Our district's magnet model includes the goal of desegregating urban and suburban, white and minority, and poor and wealthy.

Our mission at East North Street Academy (ENSA) is to develop a foundation on which students become lifelong learners by providing comprehensive quality instruction in a safe and nurturing environment with input and support of parents, community, and school personnel. Enthusiasm and an attitude that students will be successful are two of the most important student attributes that are constantly encouraged.

In August of 2001, East North Street Academy moved into a new 105,000 square foot facility on 24 acres, wired for the latest advancements in technology. We once housed the district ESOL program, but ESOL students were reassigned to their homebased school for the 2003-04 school year. Because of reassignment, the ESOL student population has grown each year.

ENSA provides a comprehensive and challenging curriculum to all students. The curriculum is based on the South Carolina State Standards for all content areas. Students are instructed in Reading, Language, Spelling, Math, Science/Health, and Social Studies by highly qualified teachers. Additionally, students receive instruction from the guidance counselor and the media specialist. Students also receive instruction in Art, Music and Physical Education each week. A certified Science Lab Instructor provides weekly hands on science instruction in a lab setting for all students and an

Instructional Technology Facilitator provides weekly instruction to support the integration of technology into the curriculum.

State and district curriculum standards are in place for all subjects. Teachers prepare a course syllabus that outlines these standards and the timeline for teaching them. Textbooks, resources used in the classroom, grading policies, homework practices, and classroom management plans are also included. Syllabi are shared with all parents at our PTA Open House in early September. Parents who do not attend can reference the syllabus on-line or request a hard copy. Each teacher maintains a web-site which is updated weekly and includes the syllabus, weekly classroom updates, and teacher contact information. Subject matter and courses are reviewed on a regular basis both within the grade level and from one grade level to the next through vertical articulation. All instructional activities are aligned with curriculum standards in order to prepare students for the next grade level.

East North Street Academy is always working to provide students with the most current technology and a wealth of experiences. As a result, the following programs and educational materials are available for student use:

- 4 – 22 portable Chrome Book Carts
- 2 Teaching Science Labs (1 Primary, 1 Intermediate)
- 2 N-Computing labs with 3 hosts: each host has 9 clients
- 96 Latitude 10s spread from 3rd-5th grade
- Xplorer's Club, After School Intervention Program for Math & Science with Roper Mtn.
- Bob Jones University Tutors
- Compass Learning Technology (also available at home)
- Exceptional Business Education Partnerships
- 2.5 Full Time Employed RTI Interventionists
- LLI (Leveled Literacy Intervention)
- Reading A to Z
- Gifted and Talented Program
- iPads in every classroom with 16 iPads available for check out in the technology lab
- Math & Science Magnet Program
- Michelin Challenge Education Partner with Michelin North America Headquarters
- Part Time (.5) Math Interventionist
- PBIS School Store
- Positive Behavior Intervention School (PBIS)
- Promethean Boards in every Classroom
- PTA Events: Spring Magnet Mania, Family Fun Nights, Parent Workshops
- Quarterly PRIDE Awards Program
- Safety Patrols
- Science and Math Integration across the Curriculum with Quarterly Rotations
- Student Council
- Math Club Sponsored by Michelin and Girls Loving Science
- Fountas & Pinnell Balanced Literacy Program in place
- Professional Learning Communities: Horizontal Teacher Teams; Vertical Teacher Teams; Faculty Council
- Outdoor Classroom: Greenhouse; Gardens; Fruit Tree Orchard
- 26 student clubs focusing on math/science integration in grades 3rd-5th.
- 5-6 laptops in every classroom

- MindPlay program for SPED students
- Google Classroom

East North Street Academy Attendance Area

Students at ENSA are mostly from middle class and lower middle class neighborhoods. Our poverty index is 79.2%.

Current Enrollment

Enrollment for 2016-2017 by grade levels is as follows:

4K	5K	First	Second	Third	Fourth	Fifth	SE Self-Contained	Total
45	118	119	99	110	119	99	37	746

2016 School Report Card Data

School			
Principal's years at school	5.0	Up from 4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 16.5 to 1	19.6 to 1
Prime instructional time	90.7	Up from 90.5%	89.2
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	Excellent	Up from Good	Excellent
Avg. age of books / electronic media in the school library	15.0	N/A	14.9
Number of resources available per student in the school library media center	21.6	N/A	25.5
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	1.0	N/C	0.8
District-issued technology devices per teacher	1.1	N/C	2.0
Percentage of classes not taught by highly qualified teachers	0.0	No change	0.0
Dollars spent per pupil**	$8,326	Up 0.7%	$8,326
Percent of expenditures for instruction**	67.5	Up from 67.2%	65.0
Percent of expenditures for teachers' salaries**	69.0	Up from 67.5%	66.5

State Ratings History of School

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

School Personnel
Administration:

Dr. Dawn Hooker, Principal

East North Street Academy's school principal, Dr. Dawn Hooker, received her Bachelor of Arts degree in Elementary Education from North Greenville University. She also received Masters of Education degrees from Clemson University in Elementary Education and Reading and her Ph.D. in Leadership and Administration from the Univerity of South Carolina.

This is Dr. Hooker's second year as the principal of East North Street Academy. Prior to coming to ENSA, she served as a classroom teacher, Title 1 Facilitator, Instructional Coach/Literacy Specialist, and an Assistant Principal.

Dr. Hooker can best be described as a collaborative leader. She demonstrates her leadership style on a daily basis as she works in every area of our school. She meets often with teachers, parents, and community members to keep them informed of the happenings and to also seek their input and involvement. Dr. Hooker cares a great deal for all of the students she serves and she remains visible as she is often in classrooms, traveling the hallways, eating lunch with students in the cafeteria, and attending the various after school activities and meetings. Dr. Hooker is a true instructional leader. She meets with her Instructional Leadership Team weekly and leads the faculty in ongoing professional development and school improvement efforts.

Dr. Hooker believes that all children deserve a comprehensive education, including academic rigor, extra-curricular opportunities, personality development, and opportunities to practice accepted social behavior in a safe environment. As a principal, she sees these components as her responsibility.

Mr. Cory Terry, Assistant Principal

East North Street's Assistant Principal, Cory Terry received his Bachelor of Arts degree from Erskine College as well as a Master of Arts degree and an Educational Specialist degree in Secondary Administration from Clemson University. Additionally, Mr. Terry has obtained his elementary certification. Prior to coming to East North Street Academy in 2015, Mr. Terry served as a substitute, classroom teacher, and as an Administrative Assistant at West Greenville Alternative School. Because the role of the Assistant Principal includes the disciplining of students, Mr. Terry strives to support teachers in this area so classrooms can be free from distractions that impede learning for all. He is also a strong social studies educator and leads our Social Studies vertical team.

Instructional Staff

There are 118 staff members at East North Street Academy. The school is staffed with a Principal, Assistant Principal, 59 teachers, a Media Specialist, a Guidance Counselor, one Science Lab Instructor, a Literacy Specialist, two Reading Interventionists, a Math Interventionist, a Magnet Coordinator, a Title I Facilitator, and two Instructional Coaches. The support staff includes 16 paraprofessionals, one nurse, two full-time office staff and one part-time office staff, a Parent Involvement Coordinator and 3 hourly paid tutors, a Media Clerk, 7 cafeteria workers and 7 custodial staff. Currently, our teacher retention rate is 83%.

East North Street Academy Teaching Experience 2016-2017

Years of Experience	0-5	6-10	11-15	16-20	21-25	26-30	31+
Number of Teachers	17	12	9	7	5	7	2

East North Street Academy Teacher Education

Education Level	BA/BS	BA/BS+18	Masters	Masters + 30	Educational Specialist	Doctorate
Number of Teachers	21	6	24	4	1	2

East North Street Academy Teacher Gender/Ethnicity Percentages

Male	Female	Caucasian	African American	Latino
10%	90%	81.2%	18.7%	.1%

2016 School Report Card Data

Teachers (n = 51)

|		
Percentage of teachers with advanced degrees	49.0	Down from 52.0
Percentage of teachers on continuing contract	78.4	Down from 82.0
Teachers returning from previous year	92.3	Up from 92.1
Teacher attendance rate	95.2	Up from 94.7
Average teacher salary	$49,169	Up from $48,253
Professional development days/teacher	7.3	Down from 8.5
Percentage of teacher vacancies for more than 9 weeks	0.0	No change

Vertical Teams:

Every teacher at ENSA serves on a Vertical Team. Each team is divided up by core subject area and has a member from each grade level or specialty area represented. These groups of teachers come together monthly to discuss a specific focus and vision for their content area. By having grade levels represented vertically, cross curricular standards are one of many items that can be effectively addressed.

Team Planning:

Teacher collaboration is essential to creating a pervasive, consistent, and rigorous curriculum. Our grade level teams have common planning 5 times a week. They meet weekly to plan, monitor and discuss student progress, and adjust plans as needed. Plans are written using the Learning Focused format and the school district pacing and curriculum guides in Rubicon Atlas. Additionally, teachers meet twice a month during planning to work with the instructional coaches on professional development based on each grade level's student needs.

Data Driven Instruction:

Twice a year teachers meet as a grade level with administration and the instructional coaches to analyze test data. In the fall and in the spring, state assessment and fall MAP scores are analyzed for areas of strengths and weaknesses. During these data meetings, teachers thoroughly analyze assessment data and develop next steps with the focus on raising student achievement. Additionally, teachers use this information to make instructional decisions and plan instruction. Discussions also include challenges and successful strategies, encouraging teachers to learn from each other. Grade levels also use data from common formative assessments and Benchmark assessments to drive instructional decisions.
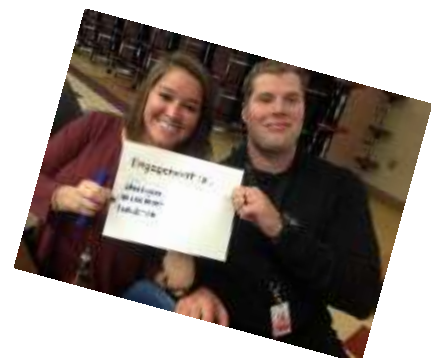
Our Students

During the 1980's, the closing of Overbrook Elementary and the reassignment of the students to East North Street made a significant change in the ethnic diversity of our school. Today, the school provides a population that is rich in diversity. African American, Caucasian, and Hispanic ethnic groups are represented in the student enrollment at East North Street Academy. Over the past 5 years, the ethnic composition of our student body has remained relatively stable with the primary ethnic group being African-American. The Hispanic population remains slightly greater than the Caucasian.

Student Ethnicity Percentages

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
White	21%	22%	21%	23%	24%
African American	47%	48%	47%	36%	45%
Hispanic	25%	24%	24%	24%	22%
Other	7%	7%	7%	17%	9%

Socio-Economic Status

Patterns of change in the socio-economic status of the families in our community are reflected in the data documenting the large number of students who are certified in poverty level by their TANF, Medicaid, SNAP, foster child, or homeless status. The percentages have gradually decreased over the past five years.

2012-2013	86%
2013-2014	84%
2014-2015	83%
2015-2016	80%
2016-2017	79.2%

Mobility Rate

The mobility rate of the families in our community is very high. Approximately one-third of East North Street's student population has continued to be transient over the past five years. This pattern of high mobility affects not only the academic performance of our students, but the emotional and social stability as well. Many of our children do not have the benefit of growing up with their schoolmates. These community patterns are in sharp contrast to the original student population served by East North Street Elementary. The community has changed from a relatively stable population of rural families who were homeowners to a population with a high degree of transience. Our transiency rate is currently 18%.

Because of the issues of parent employment and lack of transportation, it is a challenge for many of our students' family members to be involved during the school day to volunteer or to attend teacher conferences. Despite these difficulties, the PTA continues to provide financial and volunteer support to the school and remains a vital link to our families.

Many efforts are being made by our Title I Facilitator, Parent Involvement Coordinator, our School Improvement Council, and our PTA to involve our parents. Parent trainings are offered during morning and evening hours to accommodate work schedules, food is provided for many family academic activities, and phone messages, flyers, car circle signs, class newsletters, and the school marquee are utilized to advertise school functions.

Special Education

East North Street Academy currently serves 128 students in both a self-contained and resource environment. ENSA has five self-contained special education classes that serve 39 students. We also have two resource teachers. Additionally, East North Street Academy has a related arts team from Washington Center who come one day a week to provide related arts to our self-contained students.

Gifted and Talented Program

East North Street Academy has a gifted and talented program (Challenge) for identified students. During the 2016-2017 school year there are 46 students in grades 3-5 enrolled in the pull-out program which serves students identified by their test scores as gifted and talented. Third grade students spend 125 minutes with the Challenge teacher and fourth and fifth grade students spend 200 with her per week.

English Second Language Program

East North Street Academy enjoys a student population rich in varied languages and cultures. Currently we have one full-time and one part-time teacher who serve 120 students in our ESOL program. We also have several classroom teachers with ESOL certification.

<u>2016 School Report Card Data</u>

	Our School	Change from last year
Students (n = 685)		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	79.2	Down from 85.5
Attendance rate	96.4	Down from 96.6
With disabilities	18.4	Up from 15.6
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0	No change
Percentage of students served by gifted and talented program	5.2	Up from 3.7
Percentage of students retained	1.3	Down from 1.6

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School Programs/Initiatives

Magnet Program

East North Street Academy established the magnet program in 1997 with a focus on math and science. This focus is carefully integrated into all areas of core instruction. Informational text is used to develop vocabulary and content in math and science through reading instruction at each grade level. Interactive notebooks are used to support writing instruction and dialogue about science and math content. Through applied principles of math and science, students participate in hands-on activities in both lab and classroom settings.

Instruction is supported and enriched by such community resources as geologists from Vulcan Materials, engineers, logistics specialists and marketing specialists from Michelin, reading tutors from Costco, Master Gardeners from Clemson Extension and meteorologists from local television stations. Our outdoor classroom and garden spaces are used to support project based learning, across grade levels, as students learn about plants, natural resources and environmental education. A partnership with Roper Mountain Science Center supports teachers and students across grade levels with science content and instruction, through special fieldtrips, Science on Wheels Stage Shows and the

XPLORERS after school program. Our new partnership with Wynit supports our technology lab and the use of a wide variety of devices, 3-D printers, robots and coding programs to help students with gathering, storing and sharing information across the curriculum.

Advanced technology is used to support students across grade levels as they experience virtual fieldtrips in our very own S.T.E.M. lab. Artists in Residence support our focus on S.T.E.A.M., as they lead students through the study of the math and science of sound, as well as, math through music and drama. S.T.E.A.M. is the focus of the project based learning summer school program. This program targets areas of weakness in math, and supports teachers as they create units and formulate assessments and strategies to address these weaknesses during the three weeks of enrichment, and then to take into their classrooms in the fall.

The magnet program was designed to create an educational environment that responds to student interests, celebrates cultural, ethnic and academic diversity, and fosters student achievement across the curriculum. Over the past four years the magnet population at East North Street Academy has grown to 216. These students have chosen to travel and attend this school as magnet students. We have currently filled 43 magnet spots for 5K for the 2017-2018 school year. This number has doubled over the past two years.

ENSA strives to involve parents and the community in all educational endeavors. Federal funding combined with other funding sources allows us to offer monthly parent trainings and quarterly community events. These events allow our students and teachers to showcase their many talents while also allowing the parents and community to experience our successes and see ways in which they can become involved in enriching students' lives.

Intervention Programs

East North Street Academy believes that all students should have an opportunity to learn and grow. Students who are experiencing difficulty are provided small group intensive intervention with a certified teacher using Response to Intervention or RTI. Identification of students is done with the AIMsWeb computer based assessment. Those students identified are served until results of ongoing progress reports show that they are no longer in need of intervention help. RTI is fully implemented this year, in reading, for Kindergarten through Fourth Grade. Additional intervention programs being used are Leveled Literacy Intervention, Early Reading Intervention, and MindPlay.

Read to Succeed

In June 2014, the South Carolina General Assembly passed Act 284 (Read to Succeed), excerpted in Appendix D, as a monumental step toward closing the state's achievement gap and increasing opportunities for all students in South Carolina. The goal of Read to Succeed is to ensure all students graduate from high school with the reading and writing skills they need to be college- and career-ready. Read to Succeed legislation is ground-breaking for South Carolina because it is comprehensive, systematic, and affects every educator and student in the state through eight components:

1. State, district, and school reading plans
2. Focus on third grade progression
3. Summer reading camps
4. Provision of reading interventions
5. Requirements for in-service educator endorsements
6. Early learning and literacy development
7. Teacher preparation
8. Reading coaches

East North Street Academy is creating a school reading plan to align with the district and state reading plans.

Balanced Literacy

We teach reading through Fountas & Pinnell, or F & P, a guided reading model that is being implemented in all Greenville County Schools. Through guided reading, small-group reading instruction takes place, designed to provide differentiated teaching that supports students in developing reading proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. The teacher forms a temporary group of students that are alike enough in their development of a reading process that it makes sense to teach them together for a period of time (similar guided reading levels).

Reduced Class Size

Research shows that a reduced class size aids in student performance at primary grade levels and with populations of higher poverty. We are dedicated to continuing to have smaller classrooms by using the majority of our Title I funds to pay for additional classroom teachers. Currently our average class size in Kindergarten through Second grade is 19 students and our average class size in Third through Fifth grade is 20 students.

Technology

Every classroom, as well as the media center, computer lab, and science lab, is equipped with a Promethean Board (interactive whiteboard) for which all teachers have had training. Teachers also have access to Promethean items such as ActivExpressions and ActiVotes which help to engage learners by letting them remotely answer questions through selecting a multiple choice answer or texting a response. Two computer labs contain 30 computers each for student use. One lab is equipped with a full time technology teacher that delivers lessons to students that integrate technology into the science curriculum. Classes visit the lab once a week and teachers can sign up for additional times in the second lab. Additionally, we have four mobile Chrome Book carts that are available for check-out. Individual classrooms in grades 3-5 have six laptop computers as well. All teachers have an iPad for teacher and student use and there are additional I-pads available for checkout in the technology lab. Many computer programs are used to aid in increased student achievement. Compass Learning is used in classrooms and is individualized for each student's

unique learning needs. Students work on activities primarily in English Language Arts and Math at their own levels and progress at their own pace. Additionally students have access to the SeeSaw app to create digital portfolios and Razkids.com. Razkids is an online guided reading program with interactive ebooks, downloadable books, and reading quizzes. Students listen to books read aloud, read with vocabulary and pronunciation support, and read without support from the leveled bookroom. Teachers select appropriate reading levels and specific books and track student reading progress. Students practice reading to improve reading comprehension and reading fluency at school and at home with Internet access.

PBIS

PBIS (Positive Behavior Interventions and Support) is implemented at East North Street Academy. The program rewards positive behavior and allows students to reflect on their negative actions and turn it around to have more appropriate behavior. Blue tickets are given to students to reward individual appropriate action and golden tickets for whole group good behavior. Tickets can be used by students to purchase prizes at the PBIS store. Our community partner, Michelin, provides us with volunteers who work diligently to keep the store stocked with items students love which helps motivate students to follow school rules and policies.

Science Lab

East North Street Academy has two science labs, an earth science lab and a life science lab. One lab is equipped with a full time science instructor who classes visit weekly to receive hands on lessons and enrichment to classroom science instruction. The Science Labs are furnished with supplies such as microscopes, anatomical models, weighing and measuring devices, and a variety of additional supplies required for teaching our elementary school science curriculum. Students are also able to view animals in the science lab including snakes and lizards.

Fun Friday Clubs

Fun Friday Clubs are elective opportunities provided for students in third, fourth and fifth grade on the second and fourth Friday of each month from 1:30 – 2:15. Students were surveyed in August and asked to choose their top five interests from a menu of 26 different clubs. Some club topics include photography, coding and robotics, fun fitness, gardening, Lego builders, and electronic keyboarding. The clubs are sponsored by ENSA faculty and staff. Students remain in the same club for the first semester, then change to another club for the second semester. Parents and the community are invited to come in and preview our clubs at our Magnet Open House event in October.

Extended Day Program

We offer an extended day program for students in 4K – 5th grade. The program operates Monday – Friday from 2:30 – 6:00. Students are provided a nutritious snack, then moved into grade level groups where support is provided to complete homework and reading/math fluency. Afterschool care is

provided by a highly qualified staff. We partner with Bob Jones University to place 75 practicum students each semester. These students come in and help students with homework, reading fluency, fact fluency and character development. Students also have access to computer labs, gym and outdoor spaces for activity and exercise.

Summer Enrichment Program

We offer a summer project based learning program, with a focus on the area of math weakness, as identified by spring MAP scores. Rising third, fourth, and fifth grade students are invited to this program, based on the MAP score and overall performance during the previous school year. ENSA teachers collaborate to plan and deliver instruction, targeted specifically to grade level weaknesses, that is engaging and effective. Strategies and materials are shared during the following school year with grade level peers to support instruction and increase student achievement.

<u>Parents and Community Business Partners</u>

East North Street Academy has a very active PTA. The parents act as mentors for students, serve as room mothers, and assist teachers with instructional needs. Many volunteers are members of committees such as grounds maintenance and beautification, ways and means, hospitality and others. The PTA budget is used to fund various school projects.

East North Street Academy enjoys the eager support of its parents and community volunteers. For the past several years. The PTA and community volunteers have organized fund-raising programs as well as many service programs for our school. These volunteers are very valuable resources for our students and teachers, working with students, assisting teachers, and helping in the office.

The School Improvement Council is actively involved at ENSA. This group is composed of parents, community volunteers, teacher representatives, and school administrators.

East North Street Academy works to develop and sustain community partnerships to support the educational program. ENSA partners with other state, federal programs and community agencies such as: Life Long Learning, Early childhood, Greenville Literacy Association, Greenville Family Partnership, Greenville County mental health, Communities in Schools, Urban League, Salvation Army, Julie Valentine Center, Family Connections, Live Free, Inc., Safe Kids, Greenville Sheriff's Department, McDonald's Corporation, United Ministries, Buncombe St. United Methodist Church, Bob

Jones, Clemson, and Furman Universities, Overbrook Baptist Church, GAIHN program, Vulcan Materials, Kiwanis Club, Michelin, Lenscrafters, Wal-Mart, Bi-Lo, Trees Greenville, Clemson Extension, Macy's, Hands On Greenville, Lowes, Muffin Man, Chick Fil-A, Greenville Middle School, Operation Santa, Triune Mercy Center, Goodwill Job Connection, Visionworks, Inc., New Horizon Health and Dental Services, Harvest Hope, Greenville Tech Dental, Dr. Watson, Dr. Burleson, Yeargin Vision, United Way, Target, Publix, Ingles, Francis Asbury United Methodist Church, Sonic Corporation, Solutions Inc., YMCA - Eastside, Pizza Inn, Bank of Travelers Rest, Greenville County Health Dept., SAFY, Greenville Housing Authority, Publix Prescriptions, Papa Johns Pizza, Golden Corral, Olive Garden, Academy Sports, The Carolina Center for Behavioral Health, Bristol Inc., Roper Mountain Science Center, Sears Optical and Dept. Store, Jersey Mike's Sub, SOS Thrift Shop, Upstate Parent Magazine, Bad Daddy's, Coaches for Character, Greenville Fire Dept., Blood Connection, Wade Hampton Honor Society, BOOST- Out of School Time Programs, Pastor Sutton, Trinity Church, Bell Partners Apt, Investment, and Management, Compass, Shepherd's Gate, Legal Aide, Fluor Corporation, Brick Street Cafe, Q-T, Sphinx, Wild Wings, Soby's, Bon Secours, Guardian Group, Inc, Safe Routes, Girl Scouts of America, Outback, Texas Roadhouse, Fuddruckers, Martin's Nursery, Coca Cola Co., Carolina PayDay Loans, Silly Bobs Inflatibles, Joy of Tokyo, Krispy Kreme, Starbucks, Moe's, Jason's Deli, Harvey's, Comos, The Melting Pot, Five Guys, Tijuanna Flats, Raffertys, Pita House, Chicken Salad Chic, Jimmy Johns, Chilis, Chiefs, Canopy Car Wash, Pet-co, and Help Me Grow.

Academic Tutors

Business partners from Michelin, Costco, and area churches serve children through individual and small group weekly tutoring in both math and English language arts. Parents and retired community members come to our school on a daily basis to provide one-on-one learning experiences for our children. Students from Bob Jones University and area high schools also visit ENSA weekly to provide tutoring services for students. Our academic volunteers truly make a positive difference in our school.

Additionally, East North Street employs three part time tutors during the months of February through May to help students who are not receiving services in math or ELA and did not meet expectations on 2016 SC Ready. The tutors follow a curriculum and are working with these students twice a week in an effort to raise their achievement in these curricular areas.

Real Men Read

In February, communities across the globe celebrated *World Read Aloud Day,* a day when readers of all ages celebrate literacy and the pure joy and power of reading aloud. To coincide with this worldwide event East North Street Academy launched a new initiative in 2017 called Real Men Read. This program highlights the importance of schools and the community partnering together to ensure that education is a collaborative effort. First through fifth grade students listened to male members from the community read aloud picture books focusing on African American authors. Michelin provided a majority of our readers for the event while Fuddruckers and Publix provided cookies for all

students. Our plan is to expand this program to 4K & 5K for the 2017-18 school year. Real Men Read was a very successful event and ties in with our GCS Build a Better Graduate focus by building career awareness, focusing on all students reading on grade level by the end of 2nd grade, and encouraging literacy partnerships with parents.

Mission, Vision, Beliefs

The mission, vision, and belief statements are communicated through whole faculty meetings, small group meetings, Monday memos, horizontal planning, vertical planning, and on the school website.

Purpose Statement:
The purpose of East North Street Academy of Mathematics and Science is to offer a strong academic program that is standards based, integrated across the curriculum, and spiraled. The curriculum is enhanced by an emphasis on hands-on math and science as well as character development and state of the art technology.

Mission Statement:
Our mission is to establish high quality instruction and assessments that are aligned with state standards through: Research–based curriculum; competent teachers; and school and community support.

Shared Vision:
A safe, inviting, student-centered environment
Top quality instruction for every child
Opportunities that promote life-long learning
Math and Science integrated curriculum

Student Achievement Data

CogAT®

SCHOOL SUMMARY
Cognitive Abilities Test™ (CogAT®)
South Carolina Grade 2 Gifted and Talented Testing Program

School: East North St Academ
District: GREENVILLE COUNTY

Form-Level: 7-8
Test Date: 11/2016
Norms: Fall 2011
Grade: 2   Page: 1

		Number of Students Included	Average USS	Average SAS	AGE SCORES PR	S	GRADE SCORES PR	S	APR of Building Average Graph 1	25	50	75	99
East North St Academ	Verbal	106	171.5	96.3	41	5	46	5	41		◇		
Level: 8	Quantitative	106	173.9	99.3	48	5	58	5	48		◇		
Number of Students Tested = 107	Nonverbal	105	177.6	98.4	46	5	51	5	46		◇		
	Composite (VQN)	105	174.4	97.6	44	5	48	5	44		◇		

SCHOOL SUMMARY
Iowa Assessments™
South Carolina Grade 2 Gifted and Talented Testing Program

School: East North St Academ

District: GREENVILLE COUNTY

Form-Level: F-7
Test Date: 11/2016
Norms: 09/23 2011
Grade: 2   Page: 1

	English Language Arts						Mathematics			CORE COM-POSITE	Social Studies	Science	COM-PLETE COM-POSITE
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathe-matics	Compu-tation*	MATH TOTAL				
East North St Academ 2301054 Level: 7														
Iowa Assessments/CogAT														
Number of Students Included	103							104		104				
Average Standard Score (SS)	158.5							150.7		150.7				
Average Predicted Standard Score (PSS)	154.5							151.4		151.4				
Difference (SS-PSS)	4.0							-0.7		-0.7				
National Percentile Rank of Average SS	59							38		38				
National Percentile Rank of Average PSS	48							40		40				
Difference (NPR-PNPR)	11							-2		-2				
Iowa Assessments														
Number of Students Tested = 105														
Number of Students Included	104							105		105				
Average Standard Score (SS)	158.4							150.5		150.5				
National Percentile Rank of Average SS	58							37		37				
Percent of Students in NPR Range 75-99	29							17		17				
50-74	26							17		17				
25-49	23							36		36				
1-24	22							30		30				
National Stanine of Average SS	5							4		4				

ITBS National Percentile Rank of Average Scale Scores	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Reading	58	60	62	60	58
Mathematics	35	37	57	44	37

- Second grade student scores in reading stay consistent at approximately 60%.
- Second grade student scores in math increased dramatically in 2014-2015, dropped 13% in 2015-2016 and another 7% in 2016-2017. That is a decline of 20% in two years.

SC PASS Data:

PASS Science	2012	2013	2014	2015	2016
Exemplary	16.6%	19.3%	22.4%	13.8%	16.5%
Met	53%	56.0%	46.0%	52.8%	46.3%
Not Met	30.5%	24.7%	31.7%	33.3%	37.2%

- Students scoring Exemplary was under 20% until we saw a slight increase in 2014. Scores dropped in 2015 and began to increase slightly in 2016.
- Students scoring Met dropped in 2014 but came up in 2015 and dropped again in 2016.
- Students scoring Not Met saw a decrease in 2013 but has slightly risen each year since then.

PASS Social Studies	2012	2013	2014	2015	2016
Exemplary	19.8%	22.6%	27.8%	32.1%	28.7%
Met	51.9%	50.6%	48.5%	46.5%	47.6%
Not Met	28.4%	26.8%	23.7%	21.4%	23.8%

- Students scoring Exemplary has risen each year since 2012. A slight drop occurred between 2015 and 2016.
- Students scoring Met was on a decline until 2016 when the percentage rose slightly.
- Students scoring Not Met continued to decline until 2016 when the percentage rose slightly.

2016 SC Ready ELA and Math

SC Ready ELA	%Exceeds Expectations	% Meets Expectations	% Approaching Expectations	Does Not Meet Expectations
3rd Grade	19.3	33.6	38.4	8.7
4th Grade	6	31.3	43.4	19.3
5th Grade	6.2	33.3	39.5	21

SC Ready Math	%Exceeds Expectations	% Meets Expectations	% Approaching Expectations	Does Not Meet Expectations
3rd Grade	31.7	41.3	16.3	10.6
4th Grade	21.7	19.3	31.3	27.7
5th Grade	14.8	27.2	45.7	12.3

2016 was the first year the SC Ready test was administered to students in ELA and Math therefore, we do not have previous year's data to compare. Our goal is to raise the percentage of students meeting and exceeding expectations in ELA and Math by 6 or more percentage points each year. In order to do this, we will focus on strengthening Tier 1 instruction in the classroom in both math and English language arts and providing professional development to teachers to help them increase student achievement. Additionally we will offer remediation and tutoring to those students who are not meeting expectations.

SC READY ELA

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 ELA each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the SC Ready from 43.9% in 2015 to 57% in 2018.

ANNUAL OBJECTIVE: Increase by 7 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the SC Ready

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

	Baseline 2015-16	*2016-17*	*2017-18*
School Projected	*X*	*50.9%*	*57%*
School Actual	*43.96%*		
District Projected	*X*	*53*	*56*
District Actual (ES only)	*50*		

Baseline data to be established in 2015-16.

<div align="right">

SC READY MATH

</div>

☒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: Increase the percentage of students meeting standard in Mathematics as measured by the SC Ready from 53.85% in 2015 to 64% in 2018.

ANNUAL OBJECTIVE: Increase by 7 percentage point(s) annually students meeting standard in Mathematics as measured by the SC Ready.

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

	Baseline 2015-16	*2016-17*	*2017-18*
School Projected	*X*	*59.8%*	*64%*
School Actual	*53.85%*		
District Projected	*X*	*59*	*63*
District Actual (ES only)	*56*		

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 2015-16	2016-17	2017-18
Projected Performance	95.0	100	100
Actual Performance	100%		
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 data for 2015-16.

% Tested ELA – District Grades 3-5	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100%		
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 data for 2015-16.

% Tested Math – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	100	100
Actual Performance	100		
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 data for 2015-16.

% Tested Math – District –	Baseline 2015-16	2016-17	2017-18

Grades 3-5			
Projected Performance	*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 data for 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 science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 66.6 % in 2014 to 75% % in 2018.

ANNUAL OBJECTIVE: Increase by 7-8 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

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

	Baseline 2014-15	*2015-16*	*2016-17*	*2017-18*
School Projected	*X*		*68.47%*	*75%*
School Actual	*66.6%*	*61.47%*		
District Projected	*X*	*73.9*	*74.9*	*75.9*
District Actual (ES & MS)	*72.9*	*71.4*		

*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: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 78.6 % in 2014 to 85% in 2018.

ANNUAL OBJECTIVE: Increase by 7-8 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

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

	Baseline 2014-15	*2015-16*	*2016-17*	*2017-18*
School Projected	*X*		*83.2%*	*85%*
School Actual	*78.6%*	*76.43%*		
District Projected	*X*	*82.2*	*83.2*	*84.2*
District Actual (ES & MS)	*81.2*	*78.8*		

*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	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	62nd percentile	60th percentile	58th percentile	

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	57th percentile	44th percentile	37th percentile	

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	60th percentile	

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	48th percentile	

Goal Area 1: Student Achievement

Strategy/Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Disaggregate test data to determine strengths and needs in instruction	Ongoing 2013-2018	Administrators Teachers Instructional Coaches Title I Facilitator	None	None	Charts Graphs Meeting Minutes
Team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2013-2018	Administrators Grade Level Chairs Instructional Coaches	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes
Provide additional instructional support to students in grades K-5 through the RTI program	Ongoing 2013-2018	Administrators Teachers Instructional Coaches Literacy Coach RTI Teachers	Funding for RTI teachers	District Funds Title I Funds	Quarterly RTI Reports
Provide support for teachers to utilize Rubicon in lesson planning	Ongoing 2013-2018	Administrators Teachers IC's District Level Consultants Title I Math and Reading Consultants	None	None	Professional Development Calendar Workshop Portal Attendance Sheets
Provide continued professional development in Balanced Literacy	Ongoing 2013-2018	Administrators Instructional Coaches District ELA Consultants	None	None	Professional Development Calendar Workshop Portal Attendance Sheets
Utilize software to enhance instruction at school and continue learning at home	Ongoing 2013-2018	Administrators Title I Facilitator Instructional Coaches Teachers	$10,000	Title I Funds Local Funds District Funds	Usage and Progress Reports
Recognize academic excellence and improvement in writing for all grade levels	Quarterly 2013-2018	Administration Interventionist	$500	Local Funds	List of Awards
Use science and math leveled readers during guided reading instruction to enhance the learning in math and science	Weekly 2013-2018	Administration Instructional Coaches Teachers Magnet Coordinator	$5000	Title I Funds Magnet Funds Local Funds	Lesson Plans Vertical Team Minutes
Provide professional development on best	Ongoing 2013-2018	Administration Instructional	None	None	Professional Development

practices in math		Coaches Magnet Coordinator Title I Math Coordinator			Calendar Attendance from PD Portal
Utilize the science lab for hands-on extension of grade level content	Ongoing 2013-2018	Administration Magnet Coordinator Science Lab Instructor	None	None	Science Lab lesson plans
Testing coordinator will ensure all eligible students are tested on all required evaluation instruments.	Ongoing 2013-2018	Administrators Testing Coordinators	None	None	Records of students tested

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Provide professional development to ensure each cerified staff member is highly qualified.

ANNUAL OBJECTIVE: Provide quality staff development to meet the needs of a varied staff

DATA SOURCE(S):   In-service reports; list of highly qualified certified staff members; copies of current teaching certificates

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

Goal Area 2: Teacher/Administrator Quality

Strategy/Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. Provide a workshop to discuss SCPASS and SCReady test data from spring 2016	August, 2013-2018	Administrators	None	None	Copy of presentation PD Calendar
2. Provide software training for newly purchased software	August-Sept 2016-2017	Administrators Instructional Coaches Title I Facilitator Magnet Coordinator	None	None	PD Calendar Portal PD Attendance Sheets
3. Disaggregate MAP data from fall, winter, and spring testing	October, Jan, April 2016-2018	Administrators Instructional Coaches	None	None	Copies of data Portal PD attendance sheets
4. Provide professional development to strengthen literacy instruction	August-May 2016-2018	Administrators Instructional Coaches Title I ELA Consultant	None	None	PD Calendar Portal PD attendance sheets Copies of presentations
6. Provide technology staff development through Technology Thursdays	Sept-April 2016-2018	Administrators Instructional Coaches Title I Technology Facilitator	None	None	PD Calendar Portal PD attendance sheets
7. Provide professional development to strengthen integration across all curricular areas.	Sept-May 2016-2018	Administrators Title 1 Consultants Instructional Coaches	None	None	PD Calendar Portal PD attendance sheets Copies of presentations
8. Provide professional development on using formative assessments in math	Sept-April 2016-2018	Title 1 Consultants Instructional Coaches Administrators	None	None	PD Calendar Portal PD attendance sheets Copies of presentations
9. Provide professional development on strategies to increase student engagement	Sept-April 2016-2018	Instructional Coaches Administration	None	None	PD Calendar Portal PD attendance sheets Copies of presentations

East North Street Academy 2016-2017 Professional Development Calendar

All teachers must participate in a minimum of 24 hours of professional development during each school year. Professional development may include workshops, conferences, in-services, and coursework. At least 12 of these 24 hours will be offered by the school/principal. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs.

Date	Time	Title	Person Responsible
July			
August			
8/9		First Day for Teachers	
8/10			
8/11			
8/12			
8/15	9:00-10:00	Classroom/Lesson Plan Expectations	IC's
8/16	8:00-2:30	First Day for Students	All Staff
8/17	3:00-4:00	Faculty Meeting	Hooker
8/24	3:00-4:00	Vertical Teams (1 point)	Hooker Vertical Team Chairs
8/31	4:00-4:00	Faculty Meeting if Needed	Hooker
September			
9/1-9/30		MAP Testing	Hooker IC's
9/5		LABOR DAY (No School)	
9/7	3:00-4:30	Faculty Council	Hooker
9/8	3:00-4:00	Technology Thursday for Primary—Using SeeSaw to Share (1 point)	Hooker Fesperman IC's Blocher
9/14	3:00-4:00	Faculty Meeting/Staff Development (2 points)	Hooker IC's
9/21	3:00-4:00	Vertical Team Meeting (1 point)	Hooker Vertical Team Chairs
9/22	3:00-4:00	Technology Thursday for Intermediate—Using Google Forms for Common Assessments (1 point)	Hooker Fesperman IC's Blocher
9/28	3:00-4:30	Faculty Meeting Staff Development (2 points) Collaboratively create Reading Unit Lessons	Hooker IC's
October			
10/3	8:00-11:30 11:30-2:30	Data Days – K4/5 Data Days – 1st Grade	Admin/ICs
10/5	3:00-4:00	Faculty Council	Hooker

	8:00-11:30 11:30-2:30	Data Days - 2nd Grade Data Days – 3rd Grade	Admin/ICs
10/6	3:00-4:00	Technology Thursday for Primary—Using Popplet to Visualize Thinking (1 point)	Hooker Fesperman
	8:00-11:30 11:30-2:30	Data Days- 4th Grade Data Days- 5th Grade	Admin/IC's
10/12	3:00-4:30	Faculty Meeting	Hooker IC's
10/13	8:00-3:00	Teacher Workdays PD: Formative Assessments	Hooker District Consultants IC's
10/14	8:00-3:00	Teacher Workdays(EXCHANGE DAY #2)	Hooker District Consultants IC's
10/19	3:00-4:00	Vertical Team Meeting	Hooker Vertical Team Chairs
10/20	3:00-4:00	Technology Thursday for Intermediate—Using Google Slides for Presentations (1 point)	Hooker Fesperman IC's Blocher
10/24-10/26		CogAT Testing for Second Grade	Testing Coordinator
10/26	3:00-4:00	Faculty Meeting/Staff Development (2 points) Windows 8	Hooker IC's
10/27-10/28		IOWA Testing for Second Grade	Testing Coordinator
November			
11/2	3:00-4:00	Faculty Council	Hooker
11/3	3:00-4:00	Technology Thursday for Primary—Using Book Creator (1 point)	Hooker Fesperman IC's Blocher
11/8		ELECTION DAY—No School	
11/9	3:00-4:30	Faculty Meeting/Staff Development (2 points) Increasing Student Engagement	Hooker IC's
11/16	3:00-4:00	Vertical Team Meetings	Hooker Vertical Team Chairs
11/17	3:00-4:00	Technology Thursday for Intermediate—Creating Promethean Flip Lessons	Hooker Fesperman IC's Blocher
11/23-11/27		THANKSGIVING VACATION (No School)	
December			
12/1-12/14		MAP Testing (Optional)	
12/7	3:00-4:00	Faculty Council	Hooker
12/14	3:00-4:30	Faculty Meeting	Hooker
12/19-1/1		WINTER BREAK (No School)	
January			
1/4/2017	3:00-4:00	Faculty Council	Hooker
1/5	3:00-4:00	Technology Thursday for Primary—SAMR and Planning Technology Use with Students (1 point)	Hooker Fesperman IC's Blocher

1/11	3:00-4:30	Faculty Meeting/Staff Development (2 points) RAZ Kids	Hooker IC's
1/13		Professional Development Day (District in AM) EXCHANGE DAY #3	
1/16		MARTIN LUTHER KING DAY (No School)	
1/18	3:00-4:00	Vertical Teams	Hooker Vertical Team Chairs
1/19	3:00-4:00	Technology Thursday for Intermediate—SAMR and Planning Technology Use with Students (1 point)	Hooker Fesperman IC's Blocher
1/24	3:00-4:30	Faculty Meeting/Inclusive Practices (2 points)	Hooker IC's
1/31		NO FACULTY MEETING	
February			
2/1	3:00-4:00	Faculty Council	Hooker
2/2	3:00-4:00	Technology Thursday for Primary—Using iMovie (1 point)	Hooker Fesperman IC's Blocher
2/8	3:00-4:30	Faculty Meeting/Staff Development (2 points)	Hooker IC's
2/15	3:00-4:00	Vertical Teams	Hooker Vertical Team Chairs
2/16	3:00-4:00	Technology Thursday for Intermediate—Using Google Docs with Students (1 point)	Hooker Fesperman IC's Blocher
2/20		PRESIDENTS' DAY (No School)	
2/22	3:00-4:30	Faculty Meeting/Staff Development (2 points)	Hooker IC's
March			
3/1-3/31		MAP Testing	Testing Coordinator
3/1	3:00-4:00	Faculty Council	Hooker
3/2	3:00-4:00	Technology Thursday for Primary—Using iPoet with Students (1 point)	Hooker Fesperman IC's Blocher
3/8	3:00-4:30	Faculty Meeting/Staff Development (2 points)	Hooker IC's
3/15	3:00-4:00	Vertical Teams	Hooker Vertical Team Chairs
3/16	3:00-4:00	MAKE UP DAY #1 Technology Thursday for Intermediate—Using iPoet with Students (1 point)	Hooker Fesperman IC's Blocher
3/17		MAKE UP DAY #2	
3/22	3:00-4:30	Faculty Meeting	
3/23-3/24	8:00-4:00	Faculty Council to Ron Clark Academy	Faculty Council
3/29	3:00-4:00	Faculty Council Meeting	Hooker
April			
4/5	3:00-4:00	Faculty Council	Hooker
4/6	3:00-4:30	Faculty Meeting/Professional Development	Hooker

			IC's
4/10-4/14		SPRING BREAK	
4/17		MAKE UP DAY #3	
4/19	3:00-4:00	Vertical Teams	Hooker Vertical Team Chairs
4/26	3:00-4:00	Faculty Meeting/Professional Development—Sharing Our Technology Successes (1 point)	Hooker Fesperman IC's Blocher
May			
5/3	3:00-4:00	Faculty Council	Hooker
5/10	3:00-4:30	Faculty Meeting/Staff Development (1 point)	Hooker IC's
5/17	3:00-4:00	Vertical Teams	Hooker Vertical Team Chairs
5/24	3:00-4:00	Faculty Meeting	Hooker
5/31	3:00-4:00	Faculty Meeting	Hooker
June			
6/5	8:00-3:00	Teacher Workday	Hooker
6/6	8:00-3:00	Teacher Workday (EXCHANGE DAY #4)	Hooker

☐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	96.7	97.2	96.6	96.4		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

☐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 85.7% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2015-2016, increase by 13 percentage point(s) annually for 2017-2018 increase 2 percent to reach 100 percent parents who are satisfied with the learning environment.

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

	Baseline 2011-12	**Planning Year 2012-13**	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
School Projected	X	X	82.0	83.0	84.0	98.65	100
School Actual	85.7	81.0	84.1	91.5	97.3		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 82.5% in 2012 to 85.5% by 2018.

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

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

	Baseline 2011-12	**Planning Year 2012-13**	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
School Projected	X	X	*83.1*	*83.7*	*84.3*	*84.9*	*85.5*
School Actual	82.5	79.4	*80.3*	*90.1*	*92.4*		
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)	*83.8* (ES, MS, & HS)		

☐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 87.5 % in 2012 to 94.5 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 2 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	*88.9*	*90.3*	*91.7*	*93.1*	*94.5*
School Actual	87.5	85.7	*89.1*	*85.3*	*97.9*		
District Projected	X	X	*92.5*	*93.0*	*93.5*	*94.0*	*94.5*
District Actual	98.0	92.6	*93.5*	*93.3*	*91.7*		

☐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 80.5 % in 2012 to 95.5 % by 2018.

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

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #20

	Baseline 2011-12	Planning Year 2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*	*2017-18*
School Projected	X	X	*94.4*	*94.7*	*94.9*	*95.2*	*95.5*
School Actual	80.5	N/A	*N/A*	*95.8*	*97.3*		
District Projected	X	X	*93.9*	*94.3*	*94.7*	*95.1*	*95.5*
District Actual	93.5*	92.8	*93.1*	*91.7*	*91.7*		

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 67.5 % in 2012 to 93.5 % by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 5 percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – 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	*72.7*	*77.9*	*83.1*	*88.3*	*93.5*
School Actual	67.5	N/A	*N/A*	*87.7*	*91.2*		
District Projected	X	X	*91.9*	*92.3*	*92.7*	*93.1*	*93.5*
District Actual	90.9	90.2	*89.2*	*91.3*	*91.1*		

☐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 92 % in 2012 to 98.6 % by 2018.

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

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #42

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.3	94.6	95.9	97.2	98.6
School Actual	92.0	N/A	N/A	97.2	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	98.4		

Goal Area 3: School Climate

Strategy/Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide training programs for parents that support parenting skills, literacy skills, academic assistance, and instructional technology.	Sept-May 2013-2018	Title I Facilitator, Social Worker	5,000	Title I	Agendas, Sign-in sheets
Provide Parent Resource materials and supplies to assist with homework and academic "make and take" aides.	Aug-June 2013-2018	Title I Facilitator, Social Worker Parent Involvement Coordinator	1,500	Title I	Agendas, Sign-in sheets
Maintain a website to support knowledge and implementation of the standards and the school's vision.	Aug-June 2013-2018	Title I Facilitator, School Webmaster, Instructional Coaches	N/A	N/A	Copies of Websites
Provide training and support for administrators and teachers in managing student behavior.	Aug-June 2013-2018	PBIS Leadership Team, District	N/A	N/A	PBIS Minutes, PBIS Excellence Buck Data
Involve parents in the school's decision making process through surveys, PTA, SIC, and Title I committees.	Aug-June 2013-2018	Administration Title I Facilitator	900	Title I	Committee Rosters
Provide opportunities for parents to volunteer at school and/or home.	Aug-June 2013-2018	Administration Teachers PTA SIC	N/A	N/A	Volunteer Sign-in sheet
Strengthen collaboration with parents and the community to support student learning through parent compacts, newsletters, and calendars.	Aug-June 2013-2018	Administration Title I Facilitator, Classroom Teachers	1,500	Title I	Copies of signed compacts, classroom newsletters, master mailing list, postage receipts
Maintain a Parent Involvement Room and provide access to computers and	Aug-June 2013-2018	Administration Title I Facilitator Parent	2,000	Title I	Observations, Parent sign-in sheet

printers for parents to utilize during and after school hours with their children for academic assistance.		Involvement Coordinator			
Provide a weekly parent communication folder	Aug-June 2013-2018	Administration Classroom Teachers Parent Involvement Coordinator	N/A	District	Observation, Signed Papers, Communication Log
Develop packets of academic support materials and test-taking strategies for parents and conduct parenting trainings to improve student achievement.	Aug-May 2013-2018	Administration Classroom Teachers, Instructional Coaches, Guidance Counselor	3,000	Title I	Agendas, Sign-in sheets, Information Packets
Increase student attendance.	Aug-Jun 2013-2018	Administration Social Worker Teachers	N/A	District	Data Logs

Link to School Report Card:

ENSA 2016 School Report Card

Link to ESEA:

ESEA Federal Accountability