Ellen Woodside Elementary

Mimi Melehes-Principal

Greenville County School District

Burke Royster – Superintendent

Scope of Action Plan (2013-14 through 2017-18)

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: Ellen Woodside Elementary

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		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Alissa Bache		**3/31/17**
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mimi Melehes		**3/31/27**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Leah Sullivan		**3/31/17**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL'S ADDRESS: 9122 Augusta Rd.
                                      Pelzer, SC 29669

SCHOOL'S TELEPHONE: (864) 355-4900

PRINCIPAL'S E-MAIL ADDRESS: mmelehes@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	Mimi Melehes
2. TEACHER	Angie Carroll
3. PARENT/GUARDIAN	Sherri Andreoff
4. COMMUNITY MEMBER	Alex Hunt
5. SCHOOL IMPROVEMENT COUNCIL	Alissa Bache
6. Read to Succeed Reading Coach	Rachel Burgess
7. School Read to Succeed Literacy Leadership Team Lead	Leah Sullivan

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*
Assistant Principal	**Nathan Deese**
Reading Interventionist	**Audrey Beck**
Reading Interventionist	**Lyvonne Griffin**
1st Grade Teacher/Reading Mentor	**Angie Carroll**
3rd Grade Teacher/Reading Mentor	**Leeann Fant**
Faculty Council Chairperson	**Bobbi Jo McNeely**
Guidance Counselor	**Kyle Herr**

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 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).

_____ **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).

_____ **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.

_____ **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*.

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

_____ **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.

_____ **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).

_____ **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.

_____ **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.

_____ **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.

_____ **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.

_____ **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.

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.

Table of Contents

Introduction

This section includes:

Summary of Self Study Process

Stakeholder Involvement

The Ellen Woodside Elementary School Portfolio

The Ellen Woodside Elementary School Portfolio is developed to document the changes and progress our school has made in working to continuously improve. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability as we meet the future challenges that face our school.

The South Carolina Department of Education was granted a waiver in July 2012. This granted a waiver from several accountability requirements of the Elementary and Secondary Education Act (ESEA). The waiver allows SC schools to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place. This allows the state to determine if each school met the target or made progress toward the target. The analysis results in a letter grade for the school instead of a pass/fail rating. Ellen Woodside received a 76.4% (C) on the 2014 State Report Card. As defined by the State Report Card, a C rating can be defined as "performance meets the state's expectations". This rating is based on average number of students performing reaching the target set by the state on the Palmetto Assessment of State Standards (PASS) test. Ellen Woodside scored an Absolute Rating of Average and a Growth Rating of Average. In accordance with state law, the school did not receive a grade for the 2015 school year. In 2016, the school received an Average rating.

The school will monitor PASS data, SC Ready data, as well as use data from the Measures of Academic Progress Testing (MAP) through the NWEA. MAP, PASS, and SC Ready data will be used in the portfolio as well as for school, teacher, and student goals. PASS will be taken in May and SC Ready will be taken in April. With MAP testing, students will be assessed two times during the school year and monitored for meeting target growth. Strategic plan goals will be based on MAP results and trends for growth in previous school years. Kindergarten through first grade will also monitor reading progress with the AIMSWeb progress monitoring used in the

Response to Intervention Program. Students are benchmarked two times throughout the school year and placed into small guided reading groups for more direct instruction in reading. Students in Kindergarten are benchmarked using the DRA system twice a year, and students in 2nd-5th grades are benchmarked using the Fountas and Pinnell system twice a year. Students are also informally benchmarked throughout the school year in order for small Guided Reading groups to be fluid.

The categories used in this portfolio are based upon the Greenville County Schools' Strategic Plan. A committee of individuals representing diverse perspectives across the school system and community were involved in writing the plan. Our school is invested in using this plan to continuously improve student performance. The categories outlined in the portfolio are as follows:

- Executive Summary

- School Profile

- Mission, Vision, and Beliefs

- Data Analysis and Needs Assessment

- Action Plan

- Professional Development Plan

The school portfolio is a document that describes Ellen Woodside and includes actual evidence of our progress. It describes our vision for the school, goals, plans, progress, achievements in the context of demographics and needs, and school partnerships. The portfolio describes how we build and utilize our overall school plan in alignment with the district strategic plan, for the purpose of increasing student learning. The portfolio, along with report card data is shared with parents, SIC members, community members, and teachers to help guide strategies and processes for the current school year. The last section, Continuous Improvement and Evaluation,

Summarizes the previous year of assessments. It is in this final chapter that one can see an overview of our systematic monitoring of progress. It shows how all of the parts fit together to make our school a positive place for our students.

Ellen Woodside Action Teams (Vertical Teams)

Reading	Jefferies	Carroll	Brinegar	Fant	Hunt	Varda	Griffin	Tinsley	Cochran
Math	O'Bryan	Gravlee	Urso	Page	Reynolds	Mesardjian	McNeely		
Writing	Drummond	Sutherland	Culbertson	Knight	Lewis	DeSantis	Elrod		
Social Studies	Mitchell	Copeland	Maddox	McAfee	Herr	Sowell			
Science	Mayfield	Hall	Kapousidis	McAfee	Williams	Sylvester	Carter	Couch	Tarr

2016-2017

Additional Leadership Opportunities

Leadership Structure

Mrs. Mimi Melehes served her fourth year as Principal of Ellen Woodside during the 2015-2016 school year. Mrs. Melehes has prior experience as both and Administrative Assistant and as an Assistant Principal in the district. She has experience as a special education teacher. Her leadership allows for more staff input in the decision-making process through Achievement Teams and Faculty Advisory Council. All stakeholders recognize that we need greater staff buy-in if decisions were to lead to substantial school improvement.   The leadership team also feels a strength of our structure includes a common planning time for grade levels and the involvement of the Instructional Coach within the planning and organization of professional development. Mrs. Melehes uses information and input from the faculty to guide her leadership decisions as she serves in her role as principal.

Meeting Times for Staff

All staff members have committed to meet each Wednesday after school. These meeting dates alternate with the "Staff as Whole" and individual committee meetings. Meeting times may also be used for professional development, as the committees deem appropriate. The focus of these meetings is to ensure that strategies are implemented and goals are continually evaluated. In addition all grade levels are to meet weekly in professional learning communities, during a common planning period with the Instructional Coach.

Roles and Responsibilities

It is each staff member's responsibility to align the state standards with instruction in their individual classroom. In addition, all staff members will participate in professional learning communities, cross grade level action teams, and as a whole staff to assure that collaboration and uniform coverage of state standards are implemented. The roles and responsibilities of each team are defined below.

Grade Level Teams

The purpose of grade level teams is to maintain uniformity of curriculum, instruction, assessment, and to implement the standards at each grade level.

- Every teacher will participate in weekly meetings with his or her grade level.
- Teachers will coach and support the implementation of the standards in each other's classrooms.
- Grade level teams will be guided by the action teams.
- Common assessments will be used to guide decisions in instruction.
- Teachers will study and support each other's implementation of best practices.
- The Instructional Coach will be assigned to support grade level teams.

Multi-Grade Level Action Teams

The purpose of the multi-grade level action teams is to maintain uniformity of curriculum, instruction, and assessment in each subject area. The specific goals of these groups are to:

- Improve instruction and student achievement results school-wide.

- Guide, enforce, and reinforce the school plan.

- Members attend district meetings and report information back to the staff in each content area.

- Ensure the implementation of standards and the vision within and across the grade levels.

- Monitor student progress and address concerns.

- Be a resource for the implementation of standards and district curriculum.

- Review data and plan for improvement.

- Disseminate content information from the district, state, and federal government.

- Troubleshoot the concerns of teams.

Portfolio Committee	Climate Committee	Yearbook Committee	CATCH Team	Technology Committee	Events Committee
Copeland	Herr	O'Bryan	Couch	Tinsley	Lewis
Mayfield	Urso	Carroll	Bear	Sowell	Tarr
Sherbert	Carter	Brinegar	McNeely	Culbertson	Sylvester
Gravlee	Fant	McAfee	Elrod	Jefferies	Sutherland
Kapousidis	Mitchell	Allen	Melehes	DeSantis	Drummond
Burgess	Hall	Varda		Hunt	Mesardjian
McNeely	Bellinger	Brown		Long	Maddox
Sullivan	Griffin	Sullivan		Sullivan	
Deese					
Melehes					

"Staff as a Whole" Meetings

The purposes of the "Staff as a Whole" meetings are to:

- Collaborate with peers regarding professional development literature.

- Share best practices.

- Ensure clear communication throughout the school.

- Participate in professional development based on student needs.

- Review data (student learning, questionnaires, demographics, school process, and student learning style preferences).

- Review student work.

- Share research and brainstorm best practices as related to differentiated instruction.

Executive Summary

This Section Includes:

Needs Assessment

Student Achievement

Teacher and Administrator Quality

Assessment for School Climate

School Challenges

Accomplishments and Results

Executive Summary

Needs Assessment

Student Achievement

Based on SCPASS results, students at Ellen Woodside fell below the district percentage of students in the meets and exceeds expectations category in ELA by 8%. Students scoring lowest in ELA were those from the disabled population and male population. The implementation of Balanced Literacy will aid in raising test scores for this population. Students will be taught reading and writing in small, flexible groups based on their reading and writing abilities. Teachers will conference with individual students weekly, and students will read text independently on their level to increase reading fluency and comprehension. Students with IEPs will be met in an inclusion setting.

In ELA, 55% of fourth grade females scored meets or exceeds in 4th grade, while only 27% of males scored meets and exceeds in the same grade level. In fifth grade, there was a 9% gap between males and females, and a 2% gap was noted in third grade.

For math, SC Ready results showed 49.8% of students scoring in the meets and exceeds categories. This is 6.6 percentage points lower than that of the district actual. Students scoring lowest in this area were those from the disabled population, 4th grade males, and 5th grade females. Teachers will work with the Instructional Coach to increase their understanding of the South Carolina Career Readiness Standards and how classroom teaching should include higher-order thinking in mathematics. Teachers also attended professional development outside of the school to further enhance math instruction. Common Assessments will be used to track student achievement in the area of math throughout the school year. Teachers will use the data from these

assessments to guide their instruction. Reflex math, an online program, will also be used in all classrooms to increase math fact fluency.

Science scores were the lowest in all grade levels. The percentage of students scoring "Met" and "Exemplary" on the PASS test was 64.5%. This is 9.4% lower than the district actual. Students from all populations scored low in this area. It is a great need for Ellen Woodside to target the science program being offered at the school. Teachers will receive training in the coming years to implement integrated science lessons that will increase inquiry skills and application of science concepts. All teachers will be trained to implement interactive science notebooks in their classrooms. Teachers will also be required to teach Science Lab weekly in order for students to participate in inquiry based, hands-on experiments. The Instructional Coach will work with the teachers to plan rigorous science lessons throughout the school year to include science lab and interactive note booking.

In the area of Social Studies, 71.6% of students scored in the "Met" and "Exemplary" categories. This is 10.6% lower than the district actual. In order to increase student achievement in this area, teachers will work with the district social studies academic specialist to implement interactive social studies notebooks. The instructional coach and literacy specialist will work with grade level teams to plan rigorous social studies lessons that are integrated with reading and writing. This will offer more exposure to the social studies content throughout the school year.

Professional Development

With the implementation of the South Carolina Career Readiness Standards, it is necessary that teachers are highly qualified and trained for their positions. Ellen Woodside teachers received Fountas and Pinnell guided reading training to fully implement the program during the 2011-2012 and 2012-2013 school years. This training was provided by Public Education Partners to help teachers raise reading achievement through the use of this Balanced

Literacy program. Teachers attended professional development sessions to learn about math journaling and fact fluency activities. Teachers worked with both the district ELA and math specialist to learn more about Balanced Literacy and planning rigorous math instruction. Teachers have also worked with the Instructional Coach on a weekly basis to plan instruction and further their understanding of the Balanced Literacy Model.

Currently, one primary and one intermediate teacher have completed the district's Balanced Literacy mentor program. The mentors' classrooms will now become learning labs for other teachers at Ellen Woodside. The instructional coach and Literacy Specialist will continue to work with teachers and provide professional development to strengthen the implementation of Balanced Literacy in all grades and classrooms.

School Climate

Teacher, student, and parent satisfaction of the instructional program, school safety, and school-home relations was somewhat different in each category. Of the surveys returned during the 2015-2016 school year, the lowest area was parent satisfaction with school-home relations. The data showed that only 70.5% of parents were satisfied in this category. All other categories showed higher satisfaction. Teacher's reported 97% satisfaction with school to home relations. The highest area reported for all participants was satisfaction with social and physical environment.

Significant Challenges the Past Three Years:

- Changing reading models from a basal approach (whole group teaching) to the Balanced Literacy model has shifted the way teachers teach reading. In response to this change, a lot of whole staff and grade level professional development has been necessary. Training all teachers in this model will continue to take time to be implemented with fidelity throughout the school.

- The change in standards for all grade levels has presented a challenge. Since the standards changed from CCSS to SCCRS, teachers have had to learn new standards twice in the past three years.

- The state test has changed twice in the past three years, which has presented challenges for 3rd-5th grade teachers.

- Many new teachers have been hired in the past three years due to the growth of the school. These teachers require training in all district initiatives.

Accomplishments:

Palmetto Silver Award

United Way Campaign Award of Advancement

Safe Kids School Award

Michelin Challenge Education School

Baldrige School of Excellence

District Energy Saver Award

Mentor Greenville

Battle of the Books District Winner

InTirenational Project People's Choice Award Winner

School Profile

This section includes:

Description of School Community

School Personal Data

Student Population Data

Academics

Ellen Woodside Elementary School

Ellen Woodside Elementary, located on Highway 25 in the southeastern section of Greenville County, currently serves 680 (March 24, 2017) students in grades 4K through fifth grade Ellen Woodside Elementary is one of 53 elementary schools in the Greenville County School District. It is located in southern Greenville County. The school facility sits on a 16 acre lot. The area of the school building is approximately 95,000 square feet. To appreciate the rich heritage of Ellen Woodside Elementary, one must consider the many people who have touched the soul of our long lasting institution. People are the heart of Ellen Woodside and so, the people of our community, make up the important history of our school.

Although we are located in Pelzer, South Carolina, our school operates under the jurisdiction of Greenville County leaders. The governing board of Greenville County consists of a mayor and a City Council made up of 12 members. The mayor of Greenville is Knox White. Lisa Wells is currently the School Board representative for our area. Eric Bedingfield is the current area representative for the State House of Representatives and is an active part of the school and a member of the School Improvement Council. The largest employers in our area are Flour, Greenville Memorial Hospital, Michelin Tire Corporation, General Electric, and 3M.

The Southern Connector provides easy access to surrounding cities. The addition of restaurants, gas stations, and retail stores has created more job opportunities for members of our immediate community. We expect continuous growth due to new construction in the area. The community offers potential resources and strengths. Educational opportunities available in the area include the Brashier Campus of Greenville Technical College. The University Center, also located in the area, allows students to obtain a variety of degrees from several large universities throughout South Carolina.

Ellen Woodside Elementary Staff

Our present staff consists of a principal, an assistant principal, one instructional coach, one guidance counselor, a school nurse, a media specialist, 31 classroom teachers, one ED self-contained intermediate resource teacher, two full-time resource teachers, one full time reading interventionist, one part-time reading interventionist, one part-time speech therapist, a part time Challenge teacher, three full-time related arts teachers (art, music, physical education), three traveling related arts teachers (at EWE once a week), a full time Literacy Specialist, a part time Computer Lab instructor, and one part-time ESOL teacher. One secretary and one full time clerk keep our office running smoothly. Our support staff includes eight paraprofessionals (kindergarten and LD/SC). Our cafeteria employs eight full time workers. A custodial team of five members keeps our school operating in a clean and safe manner.   Piedmont Mental Health has an office at Ellen Woodside to help assist families and students with their needs. Ellen Woodside also runs an Extended Day program which includes two part-time employees.

The staff of Ellen Woodside includes five male staff members. Of the five, three are teachers, one is a paraprofessional, and one is Assistant Principal.   Our staff has three African-American members, with two being classroom teachers and one being a paraprofessional.

Of the faculty, 87.8% are continuing contract teachers. This is up from 85.3% in 2015. Eight of these teachers have been at Ellen Woodside for 10 or more years. Teacher attendance rate for the 2015-2016 school year was 93.1%.

Of the teaching staff, 41.5 have obtained advanced degrees. All of our teachers are considered "Highly Qualified" as defined by the state. One teacher is going through PAS-T evaluation during the 2016 school year to achieve Professional status. According to the 2016 state report card, teachers spent an average of 7.8 days involved in professional development. Teachers are working in the summer and after school hours to receive professional development outside of the

school day. The district offers many courses through the Summer Academy and the Upstate Technology Conference to help develop teachers in instructional best practices, behavior, and technology.
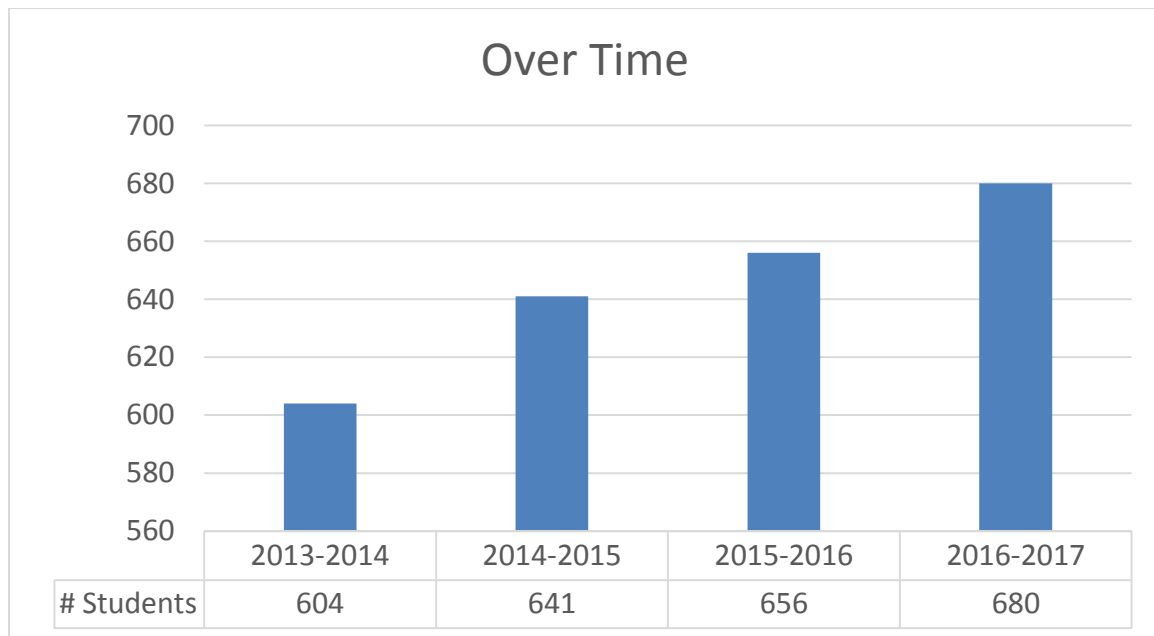
Student Population

There are 680 students currently enrolled in Ellen Woodside Elementary School. The number of students in each grade level is fairly consistent year to year. The enrollment by grade level and ethnicity is charted below:

Grade	Total Enrollment	Caucasian	African American	Hispanic	Other
K4	21	14	5	1	1
K5	126	80	23	10	13
1st	104	68	6	19	11
2nd	96	56	19	9	12
3rd	113	85	23	6	6
4th	121	85	23	9	4
5th	99	67	19	5	8
Total	680	450	129	46	55

At Ellen Woodside, Caucasian students make up 68% of the population, African Americans make up 18% percent, and other ethnic backgrounds (including Hispanics, American Indians, Asian, and two or more races) make up 14% of the school population. The ratio between Caucasians and African-Americans had remained relatively constant over the years.

Enrollment Over- Time

Over Time

| # Students	2013-2014	2014-2015	2015-2016	2016-2017
	604	641	656	680

Over the past four school years, our population has changed as shown in the bar graph above. Due to the development of new neighborhoods in the community, we have experienced an increase in transient students during this school year. Due to the location of the school, many families who are zoned for Ellen Woodside are closer to other Greenville County schools. This impacts our school population because many families receive special permission to attend a closer school.

Many of the students at Ellen Woodside Elementary come from lower income working class families. During the 2015-2016 school year, our free and reduced lunch program included 57% of the student body. Comparatively, we have 59.7% of students this year that receive subsidized meals. Free and reduced status has remained fairly consistent over time. The poverty index for Ellen Woodside is 64.9%.

Lunch Status Over Time

	2013-2014	2014-2015	2015-2016
Paid	42.0%	38.0%	43.0%
Free/Reduced	58.0%	62.0%	57.0%
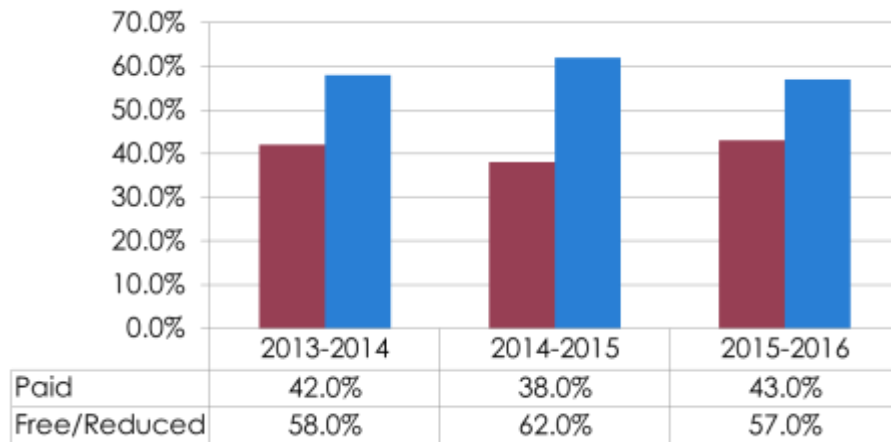
Student Services

Currently, Ellen Woodside has 34 students enrolled in the district Challenge program. This is over 10% of the population of qualifying grade levels. Challenge is for students in third through fifth grades. Standardized test scores and national-normed tests are used to determine acceptance into this program.

The percentage of our students with disabilities other than speech is 8.2%. These disabilities include learning disabled, other health impairments, autism, emotionally disabled, and developmental delays. Services are provided through inclusion and pull out programs for resource students. There is one primary self-contained classroom for emotionally disabled students.

Developmentally Delayed	Male	5		ED	Male	5
	Female	2			Female	0
Other Health Impaired	Male	2		Multiple Disabilities	Male	0
	Female	7			Female	1
Learning Disabilities	Male	22		Challenge	Male	19
	Female	7			Female	15
Autism	Male	2		RTI	Male	47
	Female	2			Female	25
Speech	Male	30		ESOL	Male	22
	Female	16			Female	23
Orthopedically Disabled	Male	0				
	Female	0				

Ellen Woodside Elementary Student Services (2015-2016)

Attendance Rate:

Our student attendance rate on the 2016 State Report Card was 95.9% for the 2015-2016 school year. This was the same percentage as the previous school year. The school is slightly higher than the district average of 95.7%. Attendance conferences are held with parents and students who have excessive absences and tardies. The phone notification system is used to contact parents of students who are absent from school or tardy. Truancy referrals are completed for students that have five total unexcused absences or three consecutive absences. The Principal, Guidance Counselor, Attendance Clerk, and Assistant Principal are working to communicate with families to reduce the number of truancy referrals for the current school year.

Student Programs

At Ellen Woodside we recognize that students are the heart of our school.   Students are offered a wide variety of ways to take part in the enrichment of the school community.

Programs including students that are currently taking place at Ellen Woodside include:

Student Council

Safety Patrols

Morning News Show

Chorus

Michelin Lunch Buddies

Mentoring

KATS Tutoring Program

Reading Buddies for Kindergarten Students (paired with fifth grade students)

Riley Readers

Recorder Club

Technology Team

Ukulele Club

Battle of the Books

Ellen Woodside provides support to families by providing an after-school Extended Day Program.   Ellen Woodside works with the local high school and career center to provide learning opportunities for students. The PTA offers students a variety of activities throughout the school year.

School Community

Our principal, Mrs. Mimi Melehes, is in her 18th year of education. Mrs. Melehes is in her fifth year as principal. She served as an Assistant Principal at East North Street Academy for four years and Administrative Assistant at Summit Drive Elementary for two years. She was a special education teacher for 8 years. Mr. Nathan Deese is serving as Ellen Woodside's Assistant Principal. This is Mr. Deese's first year as Assistant Principal. Our Instructional Coach, Mrs. Leah Sullivan was a classroom teacher for 8 years and is currently in her fifth year in this position. The Literacy Specialist, Ms. Rachel Burgess was a classroom teacher for 12 years, and is in her second year as a specialist.

There are many teams that help make decisions at Ellen Woodside Elementary. Teachers are leaders within the school. Faculty Council provides a forum for decision-making and feedback from each grade level and special areas. Achievement groups have been created in each subject area as well as technology and school climate where all teachers on staff are involved in data disaggregating and aligning programs with the school goals.   Monetary decisions are also made by the action teams to align with the goals in that area. SIC (School Improvement Council) involves members of the community in decision-making.

Local Community

Ellen Woodside Elementary envisions our families, staff, and community working together to help our children achieve excellence in everything they do. We feel this is a shared responsibility. We are committed to exploring and developing new strategies for our community, which will help us, and our children meet the challenges of an ever-changing society. Our community will set behavioral and academic standards and be accountable for meeting those standards.

The Ellen Woodside community recognizes the importance of partnership development in the success of our programs. These partnerships can make instructional programs exciting and

relevant to the purpose of developing all students into successful citizens and quality workers.

Partnerships are described below.

- **Michelin North America**: Michelin tutors work with students on Compass Learning in our Computer Lab twice a week and mentors work with and develop relationships with students daily our school. Michelin volunteers also serve as "Lunch Buddies" to read with students. In return, our students compete in an Annual Black History Month essay contest. Winning essays are printed on Michelin calendars that are distributed throughout the community. We also will have a "Michelin Day" during Career Week to thank them for their dedication to our school.
- **South Greenville Fire Department**: Firefighters come to Ellen Woodside each week to read to classes and small groups from kindergarten through fifth grade. While here the firefighters are able to share fire safety tips and information with the students. By being a constant presence at Ellen Woodside the firefighters are able to develop positive relationships with the community and disseminate information pertinent to their mission.
- **Eastside Kiwanis Club**:   Kiwanis volunteers visit our school each nine weeks to present certificates, gift cards, t-shirts and bumper stickers to "Terrific Kids". Volunteers have also worked our Fall Fling, helped in school beautification projects, donated money for coats for students, and cooked for various events at the school. In return Ellen Woodside promotes the club's annual Pancake Breakfast and recognizes them in school newsletters.
- **Ingles and Food Lion**: Local grocery stores donate snacks and gift cards to our school for PTA meetings and other gatherings. In return, the school encourages parents to shop at these stores by sending "Bonus Card" applications home with students at the beginning of each year. Our chorus has also performed at Grand Openings and holiday celebrations at the stores.
- **Pleasantburg Rotary Club**: This chapter of the Rotary Club provides our third grade students with dictionaries each year. In return Ellen Woodside writes letters thanking club members and notes the contributions in school newsletters.
- **Boy Scouts/Girl Scouts of America**: Scouting provides our students with exposure to positive values and activities that they might not otherwise come in contact with. EWE promotes these experiences by allowing Scouts to set up information tables at Meet the Teacher Night.
- **Washington Baptist Church**: WBC provides a weekly after school gathering for students called the Good News Club. Students are provided snacks and character development through participation in this club. In return Ellen Woodside allows WBC to distribute information to the community concerning other programs that are being sponsored at the church such as Upward sports and church programs.
- **Woodmont High School**: The students at Woodmont High School come for various events throughout the year such as Red Ribbon Week, PASS Pep Rallies, Accelerated Reader Celebrations, Flag Football and Field Day. The students in the WHS Drama Club presented a play for the intermediate grades. The school in turn promotes events at the high school such as sports and drama productions.
- **The Riley Center**: Ellen Woodside is fortunate to have a K4 development center within walking distance. The Riley Center offers parent workshops in partnership with Strong Communities and our families are invited to attend. In return, Riley students use the Ellen Woodside Cafetorium for performances and tour the kindergarten classrooms in

preparation for K5. This year, fourth and fifth grade students were asked to read to small groups of students on the Riley's "I Love Reading" day.

- **Oakpointe Church** Volunteers from Oakpointe Church work with Ellen Woodside to provide breakfast and duty free lunches for teachers.
- **Ellen Woodside Buddy Program (Partnered with Mentor Greenville)** The mentoring program reaches out to our staff members, community members, and business partners, such as Michelin, to find mentors for students. A mentor is a caring, adult volunteer who is willing to come once a week to help our students succeed in school. Mentors work with teachers to help students develop strategies to have great success in school. During the "buddy session", students share lunch, read books, and practice other academic skills with their mentors. Currently 10% of the student population is being served by a mentor.
- **Public Education Partners** Since 2012, PEP has sponsored a Free Book Fair for students at Ellen Woodside. PEP raises money each year to support summer reading. Students receive free books, of their choice, to take home for the summer at the end of the school year. They are also invited to participate in free reading activities sponsored by PEP during the summer.

We encourage family members and community members to present at our annual Career Week events. Local churches are also important to the community and provide the Good News Club, school supplies, and after school programs for students. A school-wide "Michelin Day" is held each year for students to explore engineering jobs.

Businesses have been generous with donations to our school. They are fully aware of Ellen Woodside's vision. Our goal is to encourage more involvement and to create a reciprocal relationship between our school and the business community. We do provide publicity for these businesses through newsletters and the school web site. There are also articles of recognition sent to the local news associates. Events are held at partners' locations to help raise funds for the school and bring in business for our supportive companies.

Our Ellen Woodside PTA often acts as a liaison between our school and local businesses to aid our school in obtaining resources for school programs. The PTA plays a vital role in initiating, developing, and implementing programs throughout our school. This organization also provides the funding necessary to support our student programs. Donations are made to PTA from companies such as Commercial Bank, McDonald's, Lakeview Golf Course, Food Lion, Pepsi,

and Michelin. The SIC meets monthly to discuss school-wide events, school improvement, and

student achievement. The committee works with community members throughout the school year

to improve the school.

Partnership Plan

The Ellen Woodside Elementary staff evaluated our partnership development history. The school

created a School Community Plan to build positive relationships within our school community

and the South Greenville Community. We felt that at the school level we needed a committee to

form a plan to increase partnerships, strengthen our relationship with existing partners, and

equalize our roles as members of the community. As a result of our needs we formed the Student

Climate / Community Achievement Team. This plan will evolve and grow throughout the year.

Current practices and new ideas formed by the committee are listed below:

- Each fall, new parents and students are invited to meet the Principal, the teachers, and to tour our school.

- The school will conduct a *Meet the Teacher Night* before the first day of school and an *Open House* during the first nine weeks with groups from within the community having information available.

- Community members are invited to join us for lunch throughout the year.

- Community members are invited to join in celebrations of accomplishments of our school.

- Parents are kept informed of school activities through *Monday Memos*.

- Our school website and Facebook page is utilized as a means to inform parents of standards, assignments, current events, accomplishments, and school processes. This website is maintained and updated on a regular basis.

- Teachers will submit weekly classroom information to The Tribune Times, The Greenville News, Williamston Journal, and City People.

- We will maintain our *School Improvement Council* (SIC) by holding monthly meetings throughout the school year.

- A *Report to the Community* will be distributed mid-year to inform parents of test scores and progress of our school.

- Classroom Celebrations and Awards Ceremonies are held to showcase positive attributes of students and encourage parents to come to the school.

- PTA sponsored activities that involve our community partners include: School Dances, Barrier Island Trip, the Fifth Grade Picnic, Award Presentations, Accelerated Reader Parties, Muffins with Mom, Donuts for Dads, Talent Show, Teacher Appreciation Week, and the Volunteer Appreciation Banquet.

- Parent, teacher, and student conferences are required at the end of the first and third quarters of each school year.

- Grade level activities are encouraged that include parents visiting the classrooms and taking part in activities that enhance the curriculum. (ex. Music Performances, SC Play, Art Show)

The above are a few of the activities we are currently implementing and some that we plan to implement throughout the school year. Our next steps are to ensure that we are making contributions to our surrounding community.

In addition to these generous partners, Ellen Woodside is fortunate to receive gifts of goods, gift cards, and services from other businesses within our community. Locally popular businesses that have supported EWE include: McDonald's, 3M, Michelin, Chick-Fil-A, Dollar General Store,

Coca Cola, Huff's Outdoor Power Equipment, Circle M Ranch, The UPS Store, Wal-Mart,
Target, Office Depot, and Piedmont Golf Course.

We also encourage family members and community representatives to take part in our annual
Career Week events sponsored by our Guidance Department.

We provide publicity for all of these stakeholders through weekly newsletters, banners, and the
school web site. We also send information on school events to the local news associates each
week for publication.

Our Ellen Woodside PTA and SIC act as liaisons between our school and local businesses to aid
our school in obtaining resources for school programs. The PTA plays a vital role in initiating,
developing, and implementing programs throughout our school and community. This
organization also secures funding necessary to support student programs. The SIC (School
Improvement Committee) is also a key component of the Ellen Woodside community. Our
current SIC roll includes a State House of Representatives member, business partners, educators,
and parents.

Safety, Cleanliness, and Adequacy of School Facilities

Ellen Woodside Elementary and the district are both committed to having a safe and clean
environment for learning. At the site level, there is an emergency preparedness plan. Routine fire
and emergency drills are held on a monthly basis. Planning for various potential emergencies is
done in coordination with regional agencies, with the district, and school plans stressing safety for
the students first. At least one coordinated tornado drill is held regionally in which the district
participates. Zone Patrol police officers visit the school three to four times daily to check-in and
provide a police presence in the school. The district has also provides all teachers with flip charts
regarding emergency procedures, a radio for emergency use when all communication systems are
down, and intensive training for procedures and building assessments. The school has ten trained

First Responders and an AED device. The team is assessed yearly to monitor compliance with district expectation.

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

Other aspects of the school/district safety program include:

District safety committee and plan

School safety committee and policy procedures for handling emergencies

On-line Mandatory Safety Training

Safety guidelines

Maps, locators, and emergency forms

Shelter in place procedures / Crisis Response Team duties

AED Equipment

Emergency equipment and technology

Playground safety procedures and checklist

School Safety Policy and Procedures

Emergency communication procedures and phone list

Fire safety inspections

Campus supervision

Our school safety committee consists of all staff members. The plan is updated annually and reviewed by all staff. Each teacher has an "Emergency Bag" containing a copy of the safety plan and class rosters with emergency contact numbers for each student. Student locator sheets and emergency flip charts are also kept in the bag.

Classroom Discipline/ Learning Climate

Ellen Woodside Elementary School provides a disciplined, but stimulating, learning climate for students. Student discipline is the responsibility of all Ellen Woodside staff members. Teachers and staff are trained in the CHAMPS program. The premise of the program is that students are given very clear expectations regarding the activities and the guidelines for success. The program is implemented in the classrooms and throughout the building.

The climate for learning at Ellen Woodside is also enhanced by involved parents. Parents are encouraged to become involved in school communities and councils, to help with homework, and to encourage, and honor their child's successes.

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Ellen Woodside offers many opportunities for student participation and recognition. Character words are highlighted each month in classrooms, in student agendas, on the morning news show, in Monday Memos, and on the school website. Students are encouraged and expected to maintain appropriate behavior and show good character at all times because disruptions interfere with learning. The students are recognized on the morning show and by administration. Other information about school and classroom rules are distributed and discussed throughout the year. Students are expected to follow the expectations of a "Top Cat Student" and school-wide consequences are established. These expectations are displayed in each classroom and throughout the school. Students are often rewarded for positive behavior through verbal praise, individual rewards, classroom celebrations, and character award recognition. Rewards are given by teachers and the administration.

Instructional Program

Academic standards have been developed in alignment with the South Carolina Career Readiness Standards and local needs. Subject matter and courses are reviewed on a weekly basis by our staff.   Parents are encouraged and welcome to be active participants in the process.

In collaboration with the Alliance for Quality Education we are implementing the Baldrige Program and the use of Quality Learning Tools school-wide. We also implement the Learning Focused program.

We use a variety of programs at Ellen Woodside Elementary to enhance the curriculum and to reach all students' learning styles. We are currently using the Houghton Mifflin series for Math instruction in combination with the district curriculum guides. For the 2015-2016 school year, all grade levels fully implemented the South Carolina Career Readiness Standards in math.   In addition to the text our teachers use hands-on activities such as "Every Day Math Counts" and Math 4 Today. Teachers have worked with the district math specialist throughout the school year to analyze current teaching methods and improve upon their math teaching. Teachers have also worked with the Instructional Coach during grade level meetings to analyze assessment data and collaboratively plan instruction based on the data collected. In Language Arts, our teachers are using a balanced literacy approach with an emphasis on integrating social studies and science with the Language Arts into the curriculum. Teachers use historical novels and various genres of writing to involve students in the learning process. Teachers use mentor texts to teach reading and writing during whole group reading minilessons. Students receive on average, 40 minutes of independent reading time each day, with authentic literature. Teachers use leveled books from the current reading, science, and social studies series to teach guided reading lessons. All teachers learned and implemented the Four Square writing method to have writing consistency and common expectations across grade levels.   The core social studies materials for primary grades

come from the Houghton Mifflin series and for intermediate grades come from the Scott Foresman series, however; in order to meet county and state standards, materials are pulled from other resources. The science textbooks are provided through McGraw-Hill and health books are from Harcourt. Teachers use Foss and AIMS Science Kits to meet the standards for science / health instruction. Rubicon Atlas is used by all teachers in all content areas to collaboratively plan rigorous instruction in all grade levels. Reinforcement is provided through the use of group and individual projects, field trips, guest speakers, and videos. Teachers use Compass Learning in the classroom and the Computer Lab to reinforce learning skills.

Language Arts

We have implemented several strategies to increase reading and writing proficiency at Ellen Woodside after closely monitoring data over time.

- A Balanced Literacy model of teaching language arts is currently being utilized throughout the school.
- The four-square writing method has been implemented in all grade levels and is being taught and used throughout the school in order to maintain rigorous writing expectations in all grade levels.
- Response to Intervention has been implemented in Kindergarten and first grade. Data is continuously monitored to measure growth in reading.
- Student progress in first through fifth grade is monitored through benchmarking using the Fountas and Pinell benchmarking system. Both reading fluency and comprehension are assessed.
- Resource students in fourth and fifth grades are serviced through the inclusion model.
- Writing has been integrated into all content areas and included in the Related Arts curriculum.

- Students are taking part in the Accelerated Reader program to improve comprehension skills.

- Student Data Notebooks are used to track progress.

- Teachers participate in Balanced Literacy training with the Instructional Coach and Literacy Specialist.

- One primary teacher and one intermediate teacher attended the district's Literacy Mentor Initiative to become balanced literacy mentors at the school level.

- Writing is required in all curricular areas and rubrics are used to assess student work.

- Student writing portfolios are maintained as documentation of student growth.

- Teachers have attended state writing conferences and workshops.

- Student and faculty writings are displayed throughout our school.

- As part of our continuing staff development, teachers are reading current research to improve teaching methods.

- Staff members are trained in the Baldrige process to encourage student goal setting.

- The MAP test (Measure of Academic Progress) is administered to all 2nd, 3rd, 4th, and 5th grades students throughout the year. Some 1st grade students participated in MAP testing during the spring administration. Results are used to differentiate instruction.

- Weekly grade level planning is utilized to assure collaborative, effective standard driven instruction.

- Common Assessments are used in ELA to continuously track student achievement. Data collected from CAs is discussed during grade-level meetings to guide instruction.

Math

Currently we use the Houghton Mifflin, *Go Math*, textbook as a guide to mathematics in kindergarten through fifth grade in addition to district curriculum found on Rubicon Atlas. This program of teaching math uses a systematic step-by-step approach to developing mathematics concepts and skills. The focus on problem solving and reasoning provides opportunities for students to demonstrate and apply their understanding. Integrated test preparation ensures that students will succeed on high-stakes state and district tests. As in Language Arts, our math curriculum is standards-based.

In addition to classroom instruction students are offered:

- Everyday Counts Calendar Math

- Use of manipulatives in math lessons (Available for check out from the teacher resource room)

- Math 4 Today spiral math reviews are used daily in all classrooms.

- First through fifth grade students complete weekly spiral math reviews developed from CA data and teacher collaboration.

- Common Assessments are used in math to continuously track student achievement. Data collected from CAs is discussed during grade-level meetings to guide instruction.

- Reinforcement of math concepts in the Computer Lab

- Students use Reflex math at home and school to build fact fluency

- The staff is trained in Baldrige Quality Learning tools to aid in student goal setting.

- The MAP (Measure of Academic Performance) is administered to all 2nd, 3rd, 4th, and 5th grade students twice a year. Some 1st grade students participated in MAP testing during the spring administration. Results are used to differentiate instruction.

- Teachers have worked with the district math specialist to team plan math units that engage all learners.

Mission, Vision, and Beliefs

This section includes:

Mission
Values
Beliefs

Our stakeholders met and determined that the purpose of Ellen Woodside Elementary School is to provide a quality education that encourages excellence in everything we do.

Values and Beliefs

Initially staff members, parents, students, members of the community, and the School Improvement Committee brainstormed values and beliefs concerning the environment, curriculum, instruction and assessment. Using the consensus process and quality tools, the top eight values and beliefs were identified and are listed below:

- All students can learn and should be provided with a variety of instructional approaches to support their learning styles.

- Students have unique talents and abilities and become more productive in an environment where high expectations and standards are modeled.

- Excellence in education requires a partnership and collaboration among the schools, homes, businesses and community.

- Students learn more effectively in an environment that is safe, healthy, nurturing and respectful.

- Students must learn to communicate effectively, solve problems, think critically and creatively, and act responsibly to make positive contributions to society.

- Student learning is enhanced when curriculum, instruction, and assessment are continually analyzed and evaluated.

- An effective school culture allows shared decision-making among staff, appropriates necessary resources and funds, and provides the training and support that ensures quality teaching and learning.

- Students should be provided with a curriculum that is founded on basic skills, is relevant and incorporates real life experiences, and is enriched with higher order thinking and problem solving.

Mission

Our mission rests upon the foundation of our purpose, values, and beliefs.

The mission of Ellen Woodside Elementary School, in partnership with families and community, is to "Encourage Excellence in Everything We Do." The staff members of Ellen Woodside Elementary created the mission statement through use of Quality Tools.

Vision

The staff, parents, and select students of Ellen Woodside Elementary ranked their core values and beliefs. After careful study of these, we then determined what the purpose and mission of the school should be. The staff was pleasantly surprised to learn that everyone shared the same basic beliefs and values and had the same vision for the school. It was decided that succinct, short statements summarizing the vision would be stated using the tagline, "Educating Winners Everyday (EWE), as an acronym to present this vision. The tagline is shared on the school website, Monday Memos, the principal's newsletter, and displayed on the school marquee.

Data Analysis and Needs Assessment

This section includes:

Student Achievement Needs Assessment

Teacher and Administrator Quality

School Climate Needs Assessment

Student Achievement and Needs Assessment

Teachers also analyze data from grade level common assessments that are used to guide instruction and planning. These common assessments are formative and provide teachers information regarding the mastery of skills so that re-teaching can occur prior to the summative assessment for the unit. Teachers use this information to guide classroom instruction and create small groups of students to provide remediation and enrichment.

In addition to graded assignments teachers assess student performance and achievement through additional methods. Data notebooks are used for every student to help assess children through many Baldrige tools. Children set goals for themselves based on data kept within their data notebook. AIMSWeb assessments are used not only with the RTI groups, but with all K5 – first grade students to monitor growth in reading. Checklists are used in conjunction with state and district standards as proof of mastery. Fluency reading tests are used as a required benchmark to measure student performance in grades one through five. This spring, all teachers will administer the Fountas and Pinnell Benchmark to assess reading levels and calculate growth in reading from the beginning of the school year. Class profiles are developed quarterly and are used as a tool to measure the effectiveness of math instruction.

The district has also adopted the MAP test. MAP stands for Measures of Academic Progress. This is a computerized program, which test the areas of math, language, and reading. The data is reported as "normative data" which means the score allows teachers to compare the student to other students nationally in that grade level. The students participate in this testing in the fall and the spring. The information teachers receive from this test helps with planning and instruction. Students throughout Greenville County take mandatory standardized tests as a means to measure and compare the progress of schools, districts, and the state. Some of these tests are district sponsored while others are state sponsored. Kindergarteners and first graders are given report

cards based on the SCRA (South Carolina Readiness Assessment). The SCRA began as a developmental checklist in which students are not given a numerical score. Results from this assessment are used as an indicator for success in school. Second grade students are given two district sponsored norm-referenced tests: the ITBS (Iowa Test of Basic Skills) and the Cog-AT (The Cognitive Abilities Test). The ITBS measures basic skills in reading, math, and language and the Cog-AT is designed to measure aptitude. Second grade students participate in Cog-At testing and ITBS testing in the fall. The purpose of these tests is to identify students for gifted and talented.

Disaggregated Achievement Results

Current SC Ready, SCPASS data, previous years' SCPASS data, MAP data, and ITBS information has been broken down and evaluated by staff members. The information in this section provides a detailed look at subgroup performances last year as well as over time. Each Achievement Group works with specific grade level information during monthly meetings. There are very similar characteristics between grade levels; therefore the data chosen to direct the focus of this section are based on subgroups rated by the state. We compare our school with other similar schools in the district as well as the state in order to gain a better understanding of where we are with our SCPASS and SC Ready scores.

Current SC Ready ELA and Math Data

EWES Compared to GCS

	Math	ELA
Ellen Woodside	49.8%	41.9%
GCS	56.4%	43.0%
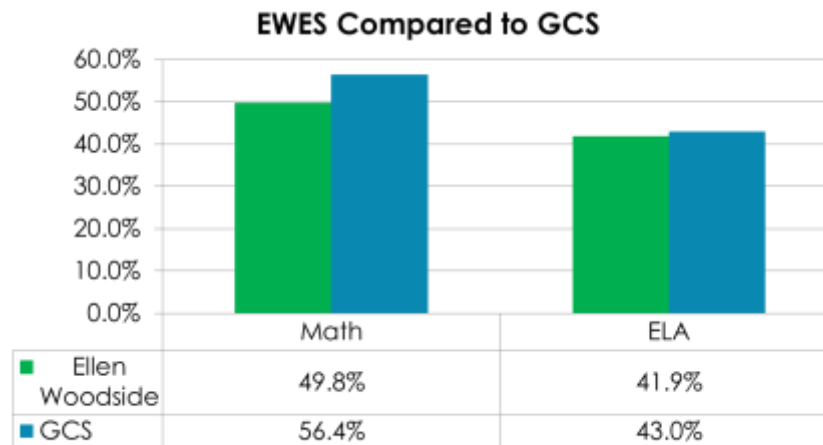
Current SC Ready ELA and Math Data

Currently, we have one year of data for SC Ready. The data shows that Ellen Woodside students meeting or exceeding was 49.8% in math and 41.9 % in ELA. Compared to the district, Ellen Woodside students scored 6.6% lower than the district average in math and 8% lower than the district average in ELA.

ELA by Performance Level

	Does Not Meet	Approaches	Meets	Exceeds
3rd	14.4%	38.5%	27.9%	19.2%
4th	19.3%	40.9%	28.4%	11.4%
5th	31.2%	30.3%	29.4%	9.2%
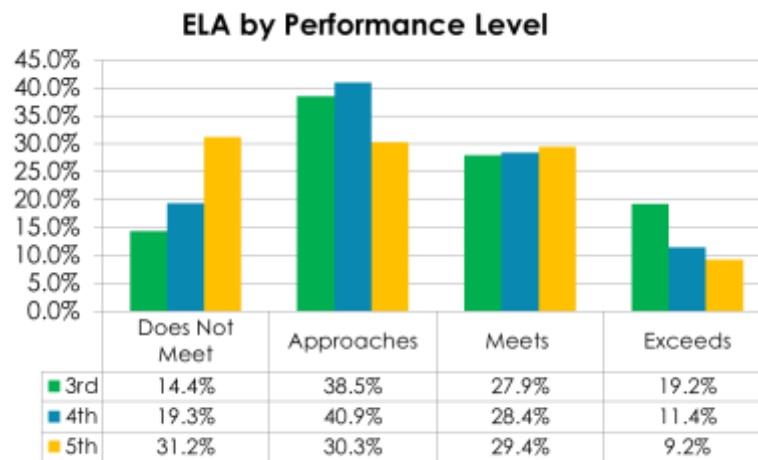
Current ELA SC Ready Data by Grade Level

Currently, we have one year of data to look at for the SC Ready. The data shows that students scoring meets or exceeds is 47%, in 3rd grade. In fourth grade, 39% of students scored meets or exceeds, and in 5th grade, 38.5% students scored in the same categories. Data has been disaggregated farther to pinpoint areas we need to focus on further.

Math by Performance Level

	Does Not Meet	Approaches	Meets	Exceeds
3rd	12.5%	22.1%	44.2%	21.2%
4th	14.8%	47.7%	25.0%	12.5%
5th	20.2%	34.9%	30.3%	14.7%
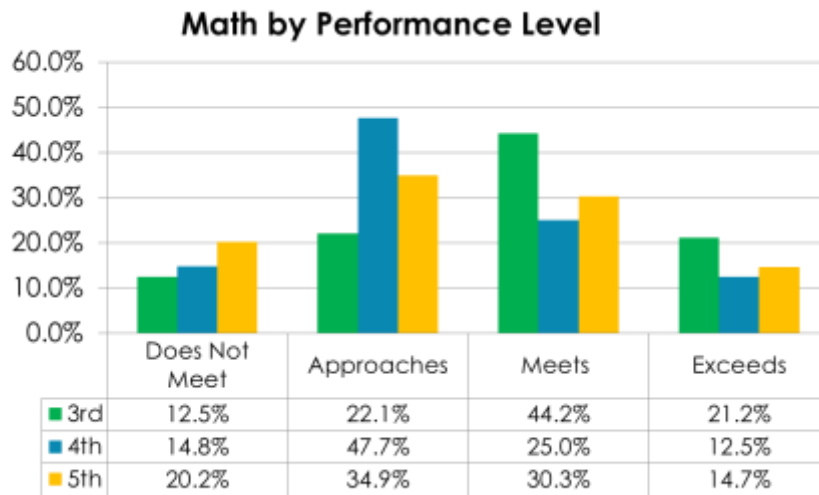
Current Math SC Ready Data by Grade Level

We have one year of data to look at for the math SC Ready test. The data shows, that fourth grade students scored the lowest in meets and exceeds, with 37.5%. Students in fifth grade scoring meets and exceeds was 45%, while third grade was 65%. As we look at disaggregated data in future sections; we will be able to see more areas of need. As we have multiple years of test data, we will be able to see overall trends.

SC PASS Data Science and Social Studies

In 2014, students in third, fourth, and fifth grades were tested in science and social studies. This was changed in 2015 and 2016 to students in fourth and fifth grades only being tested in science

and social studies using the SCPASS test. The following data shows school wide test data for these subjects for three years in these subject areas.

Science PASS Overtime

	2014 All Students	2015 All Students	2016 All Students
Not Met	34%	32%	37%
Met	50%	55%	52%
Exemplary	16%	13%	12%
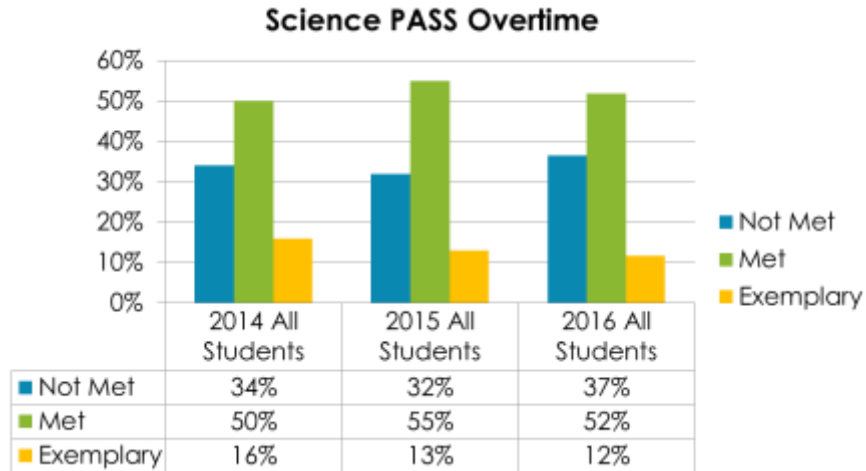
In 2016, students scoring met and exemplary was 64%. This shows a decrease from 68% in 2015. Students scored not met moved from 32% in 2015 to 37% in 2016.

Social Studies SCPASS Overtime

	2014 All Students	2015 All Students	2016 All Students
Not Met	22%	23%	28%
Met	48%	49%	42%
Exemplary	30%	28%	29%
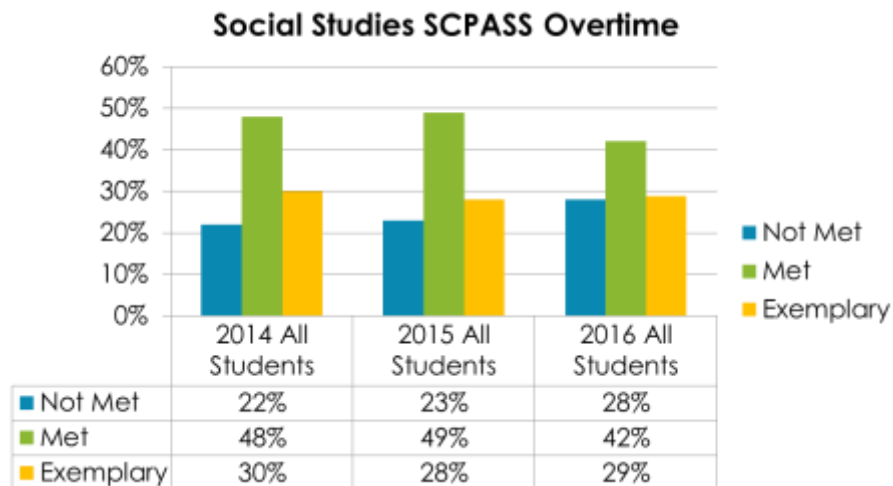
SCPASS data for social studies shows that the percentage of students scoring met and exemplary in 2016 fell from 77% in 2015 to 71%. Students scoring not met increased from 23% to 28%.

Demographic Breakdown of Test Scores

In order to better understand the needs of our students, Action Teams look at test data over time broken down by a variety of demographic classifications. The following sections shows SC Ready data from the past year and SCPASS data from the past three years.

ELA Breakdown

	Male	Female		White	AA	Other
3rd Grade	47%	49%		50%	44%	33%
4th Grade	27%	55%		41%	29%	50%
5th Grade	33%	44%		35%	39%	50%
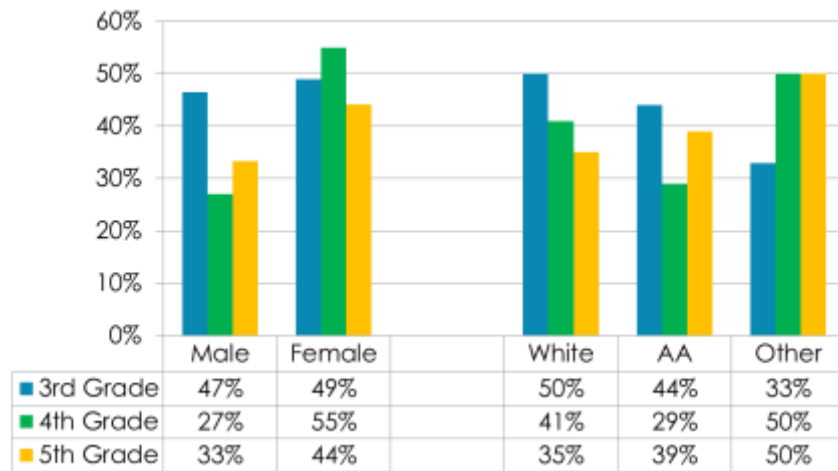
When looking at gender, third grade females scored 2% points higher than males. In fourth grade, there was a significant gap between males and females. Females scored 28% higher than males in ELA, while in fifth grade females scored 11% higher than males. Overall, it is evident that there is a gap in achievement between males and females in the area of ELA.

In regards to ethnicity, white students in third grade outperformed African American students by 6% and 17% higher than other races. In fourth grade, students not of African American or white ethnicity scored highest among their counterparts. White students scored 41%, which is 12% higher than African American students, but 9% lower than students of other races. Fifth grade students of African American ethnicity outscored white students by 4%, and students of other races outscored white and African American students.

Math Breakdown

	Male	Female		White	AA	Other
■ 3rd Grade	67%	64%		63%	63%	75%
■ 4th Grade	33%	43%		36%	36%	50%
■ 5th Grade	42%	37%		45%	36%	63%
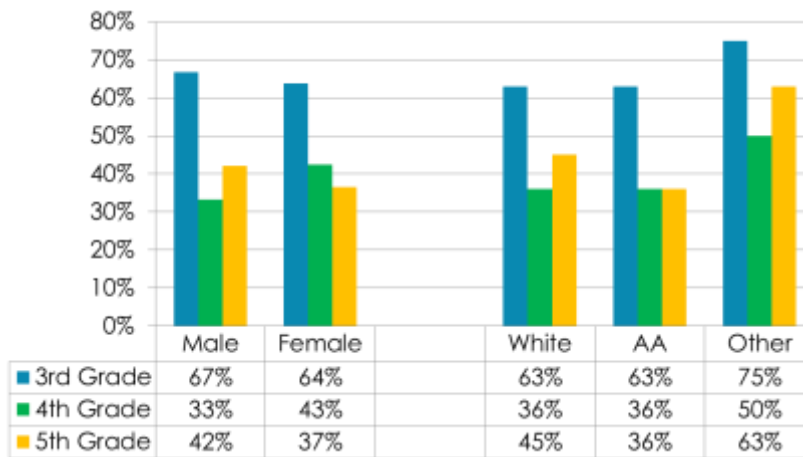
SC Ready math data shows that males outperformed females in third and fifth grade, while females outperformed males in fourth grade. In third grade, there was a 3% gap between males and females, and in fifth grade there was a 5% gap. However, in fourth grade females scored 10% higher than males in math.

When looking at ethnicity, white and African American students in grades three and four had an equal percentage of students scoring meets and exceeds. However, in fifth grade, the white population outscored the African American peers by 9%. Students of other races, scored higher than African American and white students in all grades.

Teacher and Administrator Quality

Professional Development Plan 2016-2017
Focus on: Reading and Interpreting Data to Develop Action Plans in the Reading and Writing Workshop

Date	Name	Location	Time
August 9, 2016	Teacher Handbook	Media Center	9:00-11:00
August 15, 2016	*The Literacy Teacher's Playbook* Introduction	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
August 23, 2016	Science Engineering Practices	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
August 24, 2016	Inclusive Practices	Media Center	3:00-4:30
August 31, 2016	MAP Testing Training Webinar (2nd-5th)	Online	3:00-4:00
September 6, 2016	*The Literacy Teacher's Playbook*-Looking at Reading Inventories, Interest Surveys, and Engagement Surveys	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
September 7, 2016	Donors Choose Tips and Tricks with Jed Dearybury	Media Center	3:00-4:00
September 14, 2016	United Way Kickoff Faculty Council	Media Center	3:00-4:00
September 21, 2016	Reading and Analyzing AIMSWeb Data with Dr. Ellen Hampshire	Media Center	3:00-4:00
September 27, 2016	*The Literacy Teacher's Playbook*-Chapters 2-3 Discussion-Analyzing Data	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
September 28, 2016	ERI Training with Dr. Ellen Hampshire (K5 Teachers and Aids)	Media Center	3:00-4:00
October 5, 2016	Reflex Math Training Webinar	Online	3:00-4:30
October 12, 2016	Faculty Council	Media Center	3:00-4:00
October 18, 2016	CogAt and IOWA Training (2nd Grade)	Planning Room	10:05-10:50
October 19, 2016	Vertical Teams	Media Center	3:00-4:00
October 26, 2016	Inquiry Based Science-Genius Hour and Makerspaces	Media Center	3:00-4:00
November 9, 2016	Faculty Council/Committees	Media Center	3:00-4:00
November 11, 2016	Ron Clark Academy-Faculty Council	Ron Clark Academy-ATL, Ga	All Day
November 16,	Vertical Teams	Media Center	3:00-4:00

2016			
November 22, 2016	Choosing Mentor Texts for Writing	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
November 30, 2016	Faculty Council/Committees	Media Center	3:00-4:00
December 7, 2016	Vertical Teams	Media Center	3:00-4:00
January 3, 2017	Mentor Text/Data Article Discussion	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
January 4, 2017	Faculty Council/Committees	Media Center	3:00-4:00
January 10	Grade Level Data Meetings	Planning Room	Ongoing
January 11, 2017	Vertical Teams	Media Center	3:00-4:00
January 17	Guided Reading Planning	Planning Room	Ongoing
January 31	Guided Reading Planning	Planning Room	Ongoing
February 1, 2017	Faculty Council/Committees	Media Center	3:00-4:00
February 7, 2017	Accountable Talk Across Grade Levels	Planning Room	Ongoing
February 8, 2017	Accountable Talk with Interactive Read Aloud	Media Center	3:00-4:00
February 14, 2017	Grade Level Data Meetings	Planning Room	Ongoing
February 15, 2017	Vertical Teams-School Mission, Vision, and Goals	Media Center	3:00-4:30
February 28, 2017	Accountable Talk/TDA Building A Foundation	Planning Room	Ongoing
March 1, 2017	Vertical Teams-TDA Across Grade Levels: Building A Foundation	Media Center	3:00-4:00
March 7, 2017	Accountable Talk Strategies for the Classroom	Planning Room	Ongoing
March 8, 2017	Faculty Council	Media Center	3:00-4:00
March 14, 2017	Grade Level Data Meetings	Planning Room	Ongoing
March 15, 2017	F&P Benchmarking Refresher with Stacey Shamis	Media Center	3:00-4:30
March 21, 2017	TDA: Building A Foundation Across Grade Levels	Planning Room	Ongoing
April 4, 2017	Testing As A Genre Unit Planning	Planning Room	Ongoing
April 5, 2017	Faculty Council/Committees	Media Center	3:00-4:00
April 18, 2017	Grade Level Data Meetings	Planning Room	Ongoing
April 19, 2017	Reading Benchmarking Training Part 2 with Stacey Shamis	Media Center	3:00-4:00
April 26, 2017	SCPASS and SCReady Training-All Test Administrators	Guidance Room	3:00-4:00
May 2, 2017	TDA Review w/3rd-5th	Planning Room	Ongoing

	ELA Planning w/K-2nd		
May 3, 2017	Faculty Council/Committees	Media Center	3:00-4:00
May 10, 2017	Vertical Teams-Looking Ahead	Media Center	3:00-4:00
May 17, 2017	Faculty Meeting	Media Center	3:00-4:00

Other Professional Development Opportunities:

- Intel
- Intel 2
- A.L.I.V.E.
- Balanced Literacy Mentor Training
- District Curriculum Meetings
- Upstate Consortium
- Quality Learning Tools
- Summer Academy
- Upstate Technology Conference
- Balanced Literacy Training for New Teachers
- Tech Tuesdays

School Climate Needs Assessment

At the end of each school year, we administer state designed mandated surveys and use the results

provided by the state to assess our climate at Ellen Woodside. As directed by the state, the

surveys were administered to all teachers, fifth grade students, and their guardians. The results of

this information was distributed to the community through the Annual School Report Card.

Every year, our staff examines the results of all surveys to ensure that they were in alignment

with our Action Plan. The areas that are currently being evaluated by our Student/School Climate

Committee are items that are factored into our Annual School Report Card such as: the number

of surveys returned; the percentage of teachers, students, and parents who are satisfied with our

learning, social, and physical environment; and with home-school relations.

The results from our 2016 School Report Card are calculated below:

	Teachers	Students	Parents
Number of Surveys Returned	33	102	46
Satisfied with Learning Environment	96.9%	87.2%	91.3%
Satisfied with Social and Physical Environment	100%	87.4%	93.2%
Satisfied with Home-School Relations	97%	88.1%	70.5%

Looking at this data, we see that teachers are satisfied with all school climate areas surveyed, having 90% or higher survey results. Students are mostly satisfied in all areas, while parents are satisfied in all areas, with the exception of home-school relations. In order to address this, the staff has looked at ways to involve parents more at the school. Parents are invited to many school functions including career days, performances, award ceremonies, lunches, etc. In addition, parents receive weekly newsletters from the classroom and information is given on the school website, as well as a school Facebook page. Call outs have been increased to make parents aware of activities happening at the school.

Action Plan

Included In This Section:

Action Plan

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 writing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in ELA as measured by SC Ready.

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

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	46	49
School Actual	43		
District Projected	X	53	56
District Actual (ES only)	50		

Baseline data to be established in 2015-16.

SC READY MATH

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

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

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

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

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	54.7	57.7
School Actual	51.7		
District Projected	X	59	63
District Actual (ES only)	56		

Baseline data to be established in 2015-16.

<div align="right">**SC READY % TESTED**</div>

☒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	95	95
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
Projec ted Perfor mance	95.0	95.0	95.0
Actual Perfor mance			
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	2016-17	2017-18

	2015-16		
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 – District – Grades 3-5	Baseline 2015-16	2016-17	2017-18

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.

<p style="text-align:right">SCPASS SCIENCE</p>

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	75.5	78.5	81.5
School Actual	72.5	64.5		
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.*

SCPASS SOCIAL STUDIES

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

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	79.5	82.5	85.5
School Actual	76.5	71.6		
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.*

IOWA

☒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	percentile	42	61	

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	percentile	33	44	

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	

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Everyday Counts Calendar Math	Ongoing	District Math Consultant, K5-2nd Teachers, Instructional Coach	NA	District Funded	• Common Assessments • Documentation on Progress Monitoring Sheet • Lesson Plans • Walkthrough Observations
Quality Tools to encourage goal setting	Ongoing	Teachers, Administration, Instructional Coach	NA	NA	• Data Notebooks • Data Walls (classroom and school) • Graphic Organizers • Grade Level Meeting Minutes • Walkthrough Observations

Learning Focused	Ongoing	Teachers, Administration, Instructional Coach	NA	NA	• Lesson Plans with Learning Focused elements • Posted EQs in the classroom • Walkthrough Observations
Balanced Literacy	Ongoing	Teachers, Administration, Instructional Coach, District ELA Consultant, Public Education Partners	NA	NA	• Lesson Plans • Benchmarks (3 times a year) • Walkthrough Observations • Grade Level Planning • Professional Development • Mentor Initiative • Classroom Learning Labs
Common Assessments	Ongoing	Teachers, Administration, Instructional Coach	NA	NA	• Unit Data Analysis • Grade Level Meetings • Use data to plan instruction and reteach • Math Reviews
Compass Learning	Ongoing	Teachers, Administration, Instructional Coach	NA	District Provided Training and Software	• Individualized student assignments • Classroom Activities • Lesson Plans
Promethean Boards	Ongoing	Teachers, Administration,	NA	NA	• Lesson Plans • Grade Level Meeting

		Instructional Coach, Technology Committee			Minutes • Walkthrough Observations • Professional Development
iPads	Ongoing	Teachers, Administration, Instructional Coach, Media Specialist, Technology Committee	NA	NA	• Lesson Plans • Grade Level Meetings • Professional Development • Walkthrough Observations
Reading Intervention Program	October-May	Teachers, Reading Interventionist (1st grade) Paraprofessionals (K5)	$18,000	Local Funds	• Monitoring of AIMSWeb progress by RTI Instructors • Attendance Logs • Scheduling by Administration
Grade Level Planning	Ongoing	Teachers, Instructional Coach	NA	NA	• Weekly meetings with IC • Grade Level Planning Form • Agendas and Meeting Minutes • Monthly Observations • Wall walks • Data disaggregation
Peer Tutoring 2nd and 4th Graders	October-April	Guidance Counselor, 2nd Grade	$100	Local Funds	• Attendance Log • Progress Reports to monitor student

		Teachers, 4th Grade Peer Tutors			growth
Mornings with Michelin	October-April	Michelin Volunteers, Guidance Counselor, Teachers	NA	NA	• Math Review grades • Attendance Logs
Math 4 Today	Ongoing	Teachers	NA	Local Funds	• Lesson Plans • Walkthrough Observations
Weekly Math Reviews	Ongoing	Teachers, Administration Instructional Coach	NA	NA	• Lesson Plans • Gradebooks • Academic Coaching
Reflex Math	Ongoing	Teachers, Instructional Coach, Administration	$3500	General Funds	• Data reports
Academic Coaching	Ongoing	Administration, Instructional Coach, Guidance Counselor, Literacy Specialist	NA	NA	• Classroom Grades • MAP Data • SCReady Data • SCPASS Data • Math Reviews

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Teachers will be trained to implement the South Carolina Career Readiness Standards in math and ELA.

ANNUAL OBJECTIVE: 100% of teachers will be trained in the implementation of SCCRS in math and ELA.

DATA SOURCE(S): Professional Development Attendance points and hours

	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	X	X	100%	100%	100%		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Summer Academy	July	Teachers Instructional Coach District Presenters	NA	NA	• PD Attendance recorded on Portal • Lesson Plans
Book Study *Pathways To The Common Core* by Lucy Calkins	September-April 2013	Teachers Administration Instructional Coach	$1000	Local Funds	• Meetings • Edmodo Group Discussions • Lesson Plans
Common Assessments	Ongoing	Teachers Instructional Coach	NA	NA	• Lesson Plans • Grade Level Meetings w/IC
Staff Development at Ellen Woodside	Ongoing	Teachers Instructional Coach Administration	NA	NA	• Lesson Plans • Common Assessments
School Visits to Science Classrooms with Exemplary Scores	Fall 2013	Teachers Instructional Coach Administration	NA	NA	• Science Lab and Classroom Observations • Notes from visits • Discussion about visits

					• Science Lab Weekly Schedule
District Science Academic Specialist Training-Interactive Note booking	Fall 2015 and Spring 2016	Teachers Instructional Coach Administration Science Academic Specialist	NA	NA	• PD hours and points • Lesson Plans • Science Lab Observations • Classroom Observations
Balanced Literacy Mentor Training	Fall 2014 to Spring 2017	1st grade teacher, 3rd grade teacher, Instructional Coach, Literacy Specialist, ELA District Specialists	NA	NA	• Lesson Plans • Observations
Reading Benchmark Training	Spring 2017	ELA District Specialist, Teachers, Instructional Coach, Administration, Literacy	NA	NA	• Lesson Plans • Observations

		Specialist			
Digital Leader Corps	Ongoing	Tarr, Sowell, Urso, Long	NA	NA	• Observations

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	96.6	96.2	96.4	95.9	95.9		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

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 92.3% in 2012 to 91.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 3 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.5	92.7	92.9	93.1	93.3
School Actual	92.3	92.0	74.3	97.2	91.3		
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 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 90.4% in 2012 to 91.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 3 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	90.6	90.8	91.0	91.2	91.4
School Actual	90.4	89.6	80.3	92.6	87.2		
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)		

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 100% in 2012 to 100% 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	100	100	100	100	100
School Actual	100	100	100	96.9	96.9		
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		

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 92.2% by 95.5% 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 3 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	92.9	93.6	94.3	95	95.5
School Actual	92.2	96	88.2	100	93.2		
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 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 86.3% in 2012 to 93.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 3 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	87.7	89.1	90.8	92.5	93.5
School Actual	86.3	86.7	77.9	86.3	87.4		
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		

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 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 3 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	100	100	100	100	100
School Actual	100	100	100	93.8	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		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Top-Cats Behavior	Ongoing	Teachers,	NA	NA	• Behavior Charts

Program		Administrators			• Related Arts Teachers Point System • Behavior Checklist for Administration • Lotus Diagram in Each Room
C.H.A.M.P.S. to create a positive school environment	Ongoing	Teachers, Administrators	NA	NA	• C.H.A.M.P.S. expectations displayed in classrooms • C.H.A.M.P.S. procedures stated before all transitions school-wide • Attendance to C.H.A.M.P.S. training on file • New teachers sent to training at Summer Institute
Quality Tools to set attendance and behavior goals	Ongoing	Teachers, Administration, Guidance Counselor, Instructional Coach	NA	NA	• Classroom Mission Statements • Quality Tools listed in Lesson Plans • Morning News Show recognitions • Data Notebooks • TOP CATS Awards given by Related Arts every 4 weeks

Parent/Teacher Conferences Positive Phone Calls	Ongoing	Teachers, Parents, Instructional Coach	NA	NA	• Conference Logs to IC
Guidance Lessons on Character and Bullying Prevention	Ongoing	Guidance Counselor	NA	NA	• Lesson Plans • Guidance Calendar to Teachers • Character Education Units and Presentations • Student Agendas
Attendance Conferences	Ongoing	Administration, Guidance Counselor, Parents, Attendance Clerk, District Attendance Officer	NA	NA	• Attendance Reports • Letters sent to Parents about absence/tardy • Conference Intervention Form • Perfect Attendance recognition at Awards Ceremonies
Bonus Bucks	Ongoing	Related Arts Teachers, Administration, Custodial Staff, FANS Staff	NA	NA	• Google Doc Spreadsheet kept by Related Arts Team to track bucks
Terrific Kids	Ongoing	Teachers, Administration, Kiwanis Club, Guidance Counselor	NA	Donations by Kiwanis	• Terrific Kid Schedule of Recognitions • Recognition on School Website • Recognition in

					Newspapers
Piedmont Mental Health Counselor	Ongoing	Piedmont Mental Health Counselor	NA	NA	• PMH maintains confidential records
Mentor Greenville	October-May	Administration, Guidance Counselor, Frazee Center, Community Members	NA	NA	• Attendance Log • Permission Forms • Schedule