

Summit Drive Elementary School

“Peak of Innovation!”



Summit Drive ~ Peak of Innovation!
Updated 2017

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

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

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SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

Summit Drive 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		3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Scott Gladden		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Kelly Hellams		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Pell Fain		
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 424 Summit Drive
Greenville, SC 29609

SCHOOL'S TELEPHONE: (864)355-8800

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|------------------------|
| 1. PRINCIPAL _____ | Kelly Hellams _____ |
| 2. TEACHER _____ | Katie Rabe (TOY) _____ |
| 3. PARENT/GUARDIAN _____ | Sarah Ryburg _____ |
| 4. COMMUNITY MEMBER _____ | Cady Johnson _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Scott Gladden _____ |
| 6. Read to Succeed Reading Coach _____ | Amy Hawkins _____ |
| 7. School Read to Succeed Literacy Leadership Team Lead _____ | Pell Fain _____ |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
| ** Must include the School Read to Succeed Literacy Leadership Team. | |

POSITION

NAME

Administrative Assistant
Teacher Literacy Mentor
Teacher Literacy Mentor
Steam Coordinator
PTA Member

Jan Barrett
Linda Bennett
Emily Johnson
Susan Merrill
John Harper

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

X Academic Assistance, PreK–3

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

X Academic Assistance, Grades 4–12

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

X Parent Involvement

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

X Staff Development

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

X Technology

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

X Innovation

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

X Collaboration

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

X **Developmental Screening**

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

X **Half-Day Child Development**

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

X **Developmentally Appropriate Curriculum for PreK–3**

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

X **Parenting and Family Literacy**

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

X **Recruitment**

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

X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**

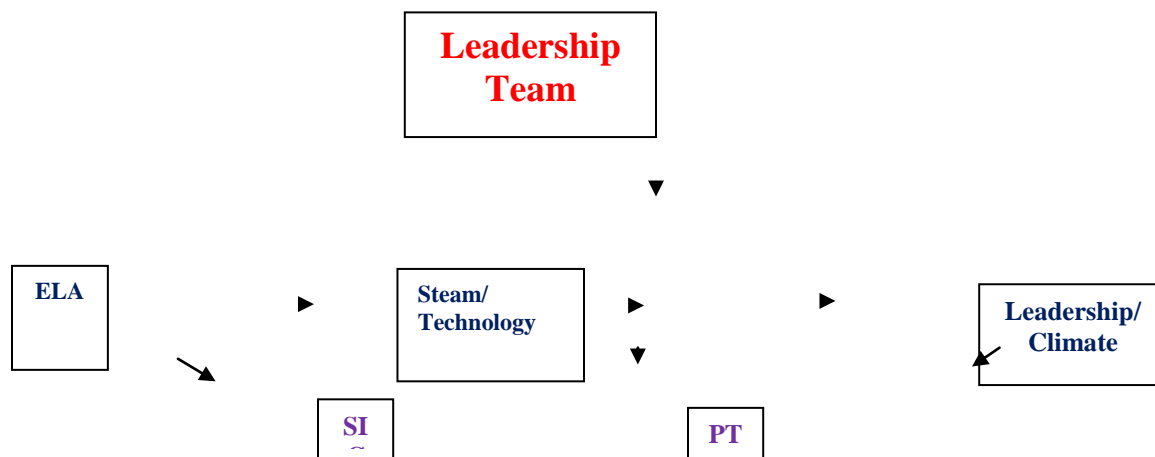
The school ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Introduction

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

The school committees in place are ELA, Climate/ Leadership and Science, Steam/ Technology. The instructional coach, Steam coordinator and guidance counselor chair these committees. Student services is led by Jessica Benore. Kelly Hellams leads our faculty council, which consists of grade level team leaders. Pell Fain leads our literacy leadership team which consists of our Reading Specialist, 2 literacy mentor teachers, and administration. The faculty and staff along with parent members of SIC and PTA assist in the review of the school portfolio and action plan yearly. Everyone graciously contributes to the partnership and strategic planning process at Summit Drive Elementary School.

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



Executive Summary

Needs Assessment for Student Achievement

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

Needs Assessment for Teachers and Administrator Quality

- Increase student achievement in English Language Arts, math, science and social studies skills through South Carolina Common Core Standards (CCS).

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

Needs Assessment for School Climate 2016-2017

Student Survey

- Students believe their teacher expects them to learn and behave. They know their teachers want them to understand and not just learn facts. Students are satisfied with their learning environment and they feel safe at school.
- Twenty percent of students surveyed do not think their peers behave in class or in hallway/ lunchroom/ playground. Fourteen percent of students do not think class is interesting or fun. Seventeen percent do not think the media center has a good selection of books. Seventeen percent do not think their textbooks and workbooks help them learn.

Teacher Survey

- The faculty's perception of Summit Drive is positive according to the survey. Teachers feel that our school provides challenging programs for students. They feel that teachers set high expectation for students' learning and that students are motivated and interested in learning. They also feel that morale is high at Summit Drive. Teachers feel safe at Summit Drive.
- Eleven percent of teachers do not feel like the professional development that is offered at the school is relevant. Eleven percent also believe there are not resources available for them to take advantage of professional development opportunities off campus. Eleven percent of teachers do not think local, state, or national policies assist them in meeting educational needs. Fourteen percent of teachers believe that non-instructional duties interfere with the essential role of educating students. Fourteen percent believe the rules about how students should behave aren't fair. Eleven percent believe that school do not behavior in the hallway, the lunchroom and the playground. Fourteen percent do not feel me have enough computers at our school.

Parent Survey

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

- My child's school considers changes based of what parents say (15% disagree)
- My child's teachers invite me to visit my child's classrooms during the school day (26% disagree)
- My child's school includes me in decision making (19% disagree)
- My child's teacher contacts me to say good things about my child. (20% disagree)

Significant Challenge in past three years

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

Significant Accomplishments/Results in past three years

- Gold Award Recipient 2013, 2014, 2015 student achievement
- Safe Schools Award by Safe Kids of the Upstate for the past nine years
- Awarded a grant by LiveWell Greenville for our efforts toward health and wellness
- 1st school in SC to implement the WATCH D.O.G. S. program (Dads of Great Students)
- Received \$5,000 grant from Lowes (2013)
- Technology teacher/ Steam Coordinator added 2015-2016
- \$3,000 grant from Family Dollar for morning tutoring program



Summit Drive School Profile

Summit Drive Elementary School is a neighborhood school located in the city of Greenville. The school opened in 1953 and a new building was built behind the old one in 2001. Over the past nine years,

Summit Drive's enrollment has increased from 360 to 480 students and serves five year-old kindergarten through grade five. The community that Summit Drive serves is eighty years old. Our school has had a long-standing tradition of support from the neighborhood.

The student population at Summit Drive is very diverse. We have a total population of approximately 481 students. There are 59% Caucasian students, 18% African American students, 18% Hispanic students, 3% multi-race, 3% Native Hawaiian. Free and reduced lunch is provided to approximately 51% of the students at Summit Drive. Student attendance is maintained at 96%. Our special education self-contained population is 3%, resource is 9%, speech is 12%, challenge is 13% and ESOL is 18%.

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

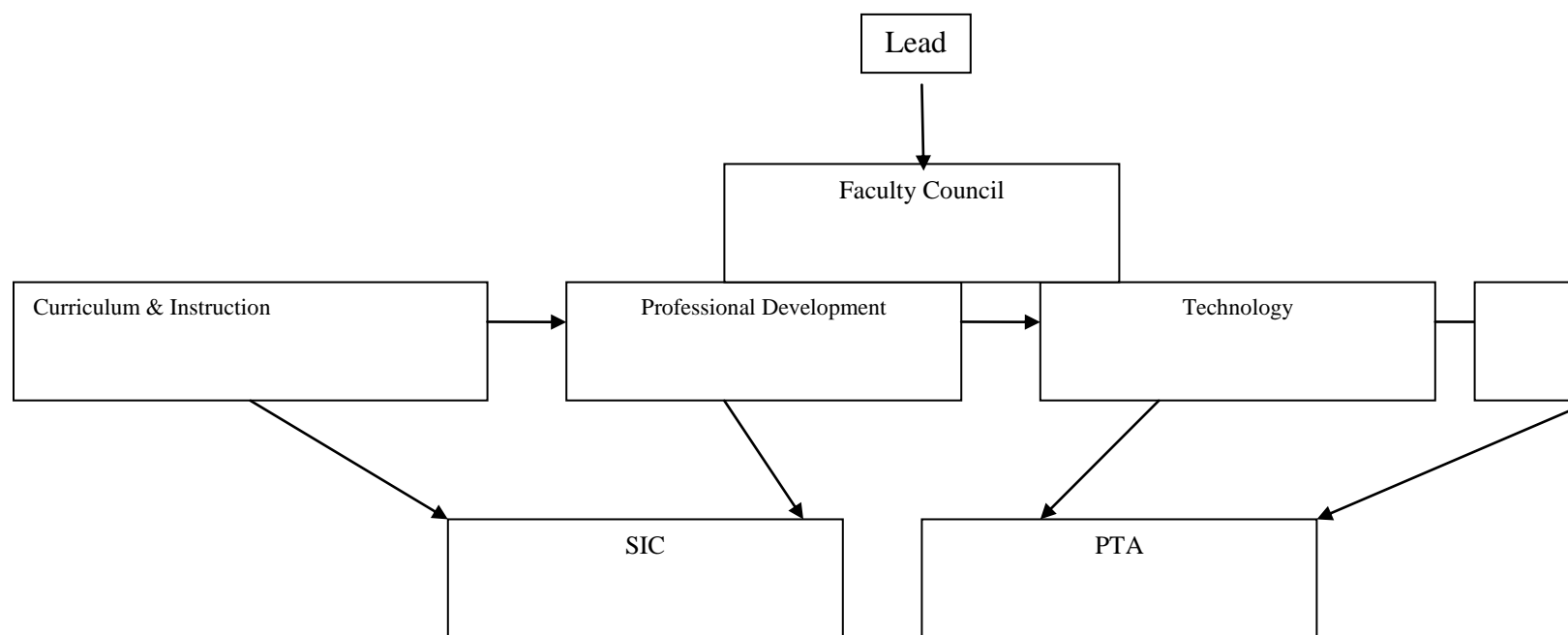
Mrs. Kelly Hellams is in her third year as principal of Summit Drive. Prior to this assignment, Mrs. Hellams was assistant principal at Plain Elementary for six years and administrative assistant at Stone Academy for three years. She has taught third and fifth grade for 10 years at Greenbrier Elementary.

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

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

- Discipline
- Staff Evaluations
- IEP, A-team meetings
- RTI/Aimswest Leadership Team Chair
- Scheduling
- Safety and Transportation Issues
- Textbooks
- Student recognition incentives

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



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

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

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

In addition, the PTA and SIC have undertaken several school projects. They have worked together to provide instructional materials, Science Lab enhancement, Artist in Residence, field trip support for students, landscaping for campus beautification and an upper grade level playground. A “Memory Lane” was established highlighting memorabilia from past students and staff permanently displayed within the school.

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

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

Volunteers/Partnerships

PTA volunteer hours exceed 1,000

City Police and Firefighters

Kiwanis Terrific Kid Program

Safe Kids Program

Student teachers/practicum students from area colleges

Governor’s School for the Arts

Clemson Architecture students

Greenville Symphony

Northgate Baptist Church

WATCH D.O.G.S.

USC Upstate Partnership

Home Depot Partnership

Analysis of School Personnel Data

Summit Drive's Instructional Faculty and Staff

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

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

	Instructional Faculty						
Years of Experience	0-3	4-9	10-14	15-19	20-24	24+	
No. of Persons	4	5	10	2	6	8	

Instructional Faculty Highest Degree Earned	
Degree	Number of Staff
Bachelor's Degree	15
Master's Degree	12
Master's Degree +30	8
National Board Certification	7

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

Analysis of Student Population Data

Ethnicity	
African American	84
Alaskan Native	1
Hispanic	84
Caucasian	283
Asian	2
Native Hawaiian	12
Multi-race	15

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

Academic and Behavioral Features/ Programs/ Initiatives

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

The A-Team Process

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

Community Involvement

Parental and community involvement is essential for our continued success. The Parent Teacher Association (PTA) and School Improvement Council (SIC) are actively involved in our decision making. Our PTA and staff share the same vision by providing our students with the necessary tools and support for success. We have collaboratively developed a Watch DOGS program for male role models, technology in the classrooms, and a STEAM (Science Technology Engineering Arts and Math) program. This team approach with parents and community has enabled us to have a successful mentoring program through Mentor Greenville which provides students with a strong role model, a Junior Lego League, and a weekly running club. The PTA and community support learning in math, language arts, science, and character education. Some of the programs that PTA and community support are: Race to Read School-wide Challenge, holiday meals, Raise Craze, Fall Festival, Kiwanis Terrific Kid Program, Clemson Architecture students, student teachers from Clemson University, USC Upstate, Book Fair, book fair, school store, fifth grade day, and grade level student-led conferences.

School Improvement Council

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

Student Council

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

Common Assessments

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

Accelerated Reader Book Challenge

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

Response to Intervention

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

Guidance Services

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

Extended Day Program

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

Enrichment Programs

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

Fountas and Pinnell

We began Fountas and Pinnell balanced literacy in 2013. The teachers have thoroughly been challenged, yet pleased with the result of their experiences with F and P and are anxious to continue next year. Teachers

use the F and P Benchmark Assessment at the beginning of the year to get a baseline of data for leveled grouping. At the end of the year, the assessment is done again in order to determine growth in the students reading levels.

Literacy Mentors

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

STEAM

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

Inclusion

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

Special Education

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

Math Instruction

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

Social Studies, Science and Health

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

Technology

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

Technology Teacher/ Steam Coordinator

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

Assessment

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

A=90-100 B=80-89 C=70-77 D=60-69 U=Below 60

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

Grade Level Meetings

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

School Committees

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



Mission, Vision and Beliefs

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

Data Analysis and Needs Assessment

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

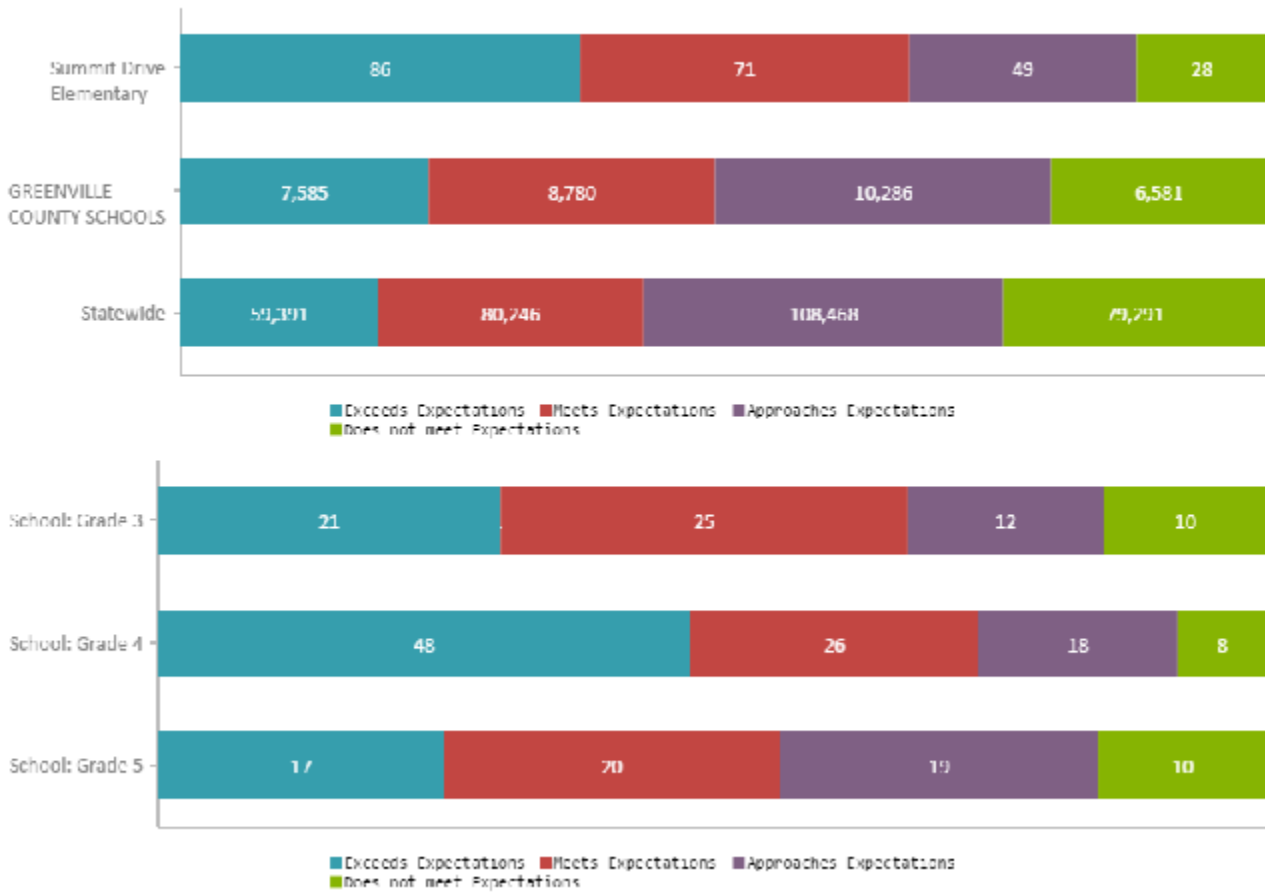
The SC Ready assessment was given to students in grades 3-8 in spring 2016. Students were assessed in the subject areas of Reading, English, Mathematics and Writing. Below are the results from ELA SC Ready. Summit Drive had 56.4% exceeds and meets in the combined ELA score. The breakdown of exceeds and meets by grade level is third grade 47%, fourth grade 66%, and fifth grade 51.5%. Summit Drive scored better than the district and the state in ELA. ELA was a weaker area than math for Summit Drive.

English



Below are the results from Math SC Ready. Summit Drive had 67.1% exceeds and meets. The breakdown of exceeds and meets by grade level is third grade 67.7%, fourth grade 74%, and fifth grade 56.1%. Summit Drive scored better than the district and the state in Math.

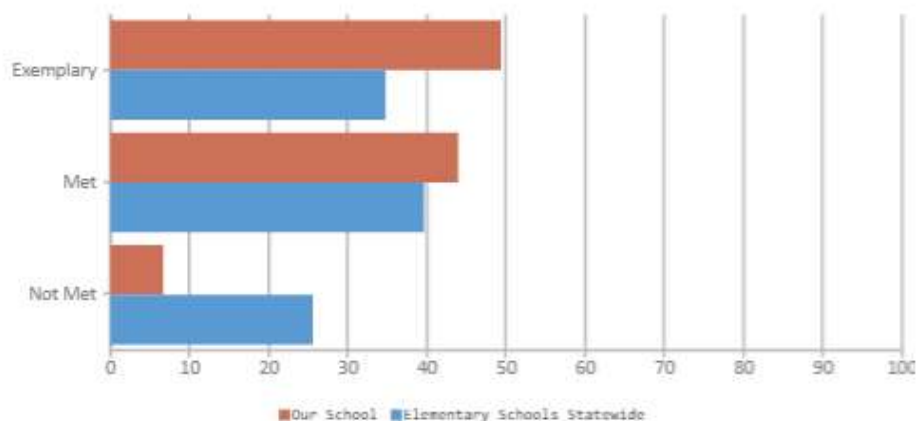
Mathematics



Abbreviations for Missing Data: -1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample

In 2016, Social Studies PASS data was excellent for Summit Drive with 93.4% met or exemplary. Schools like us scored 74.4% met or exemplary. Fourth grade had 96% met or exemplary and fifth grade had 89.4%

Social Studies



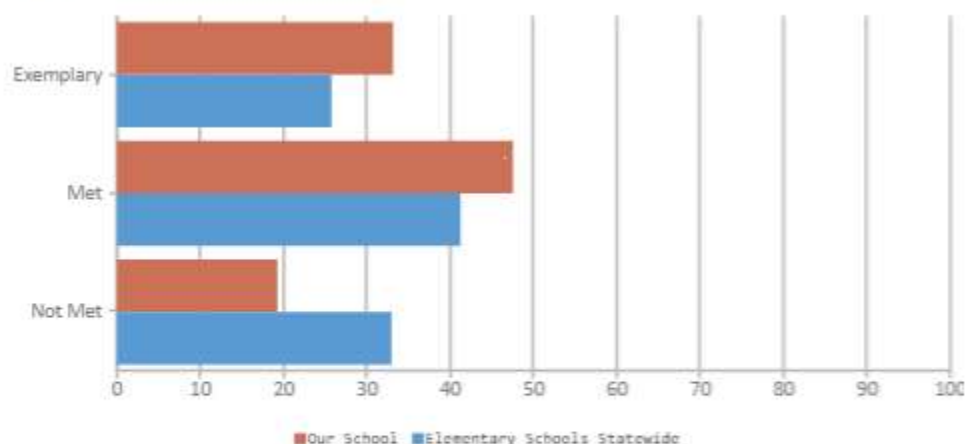
Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
96.0	89.4

Abbreviations for Missing Data: -1 : N/A-Not Applicable -3 : N/R-Not Reported -4 : I/S - Insufficient Sample

In 2016, PASS data shows that 80.7% of students were met or exemplary in science. Schools like us had just 67% of students score met or exemplary. Fourth grade had 83% met or exemplary and fifth grade had 77.3%

Science



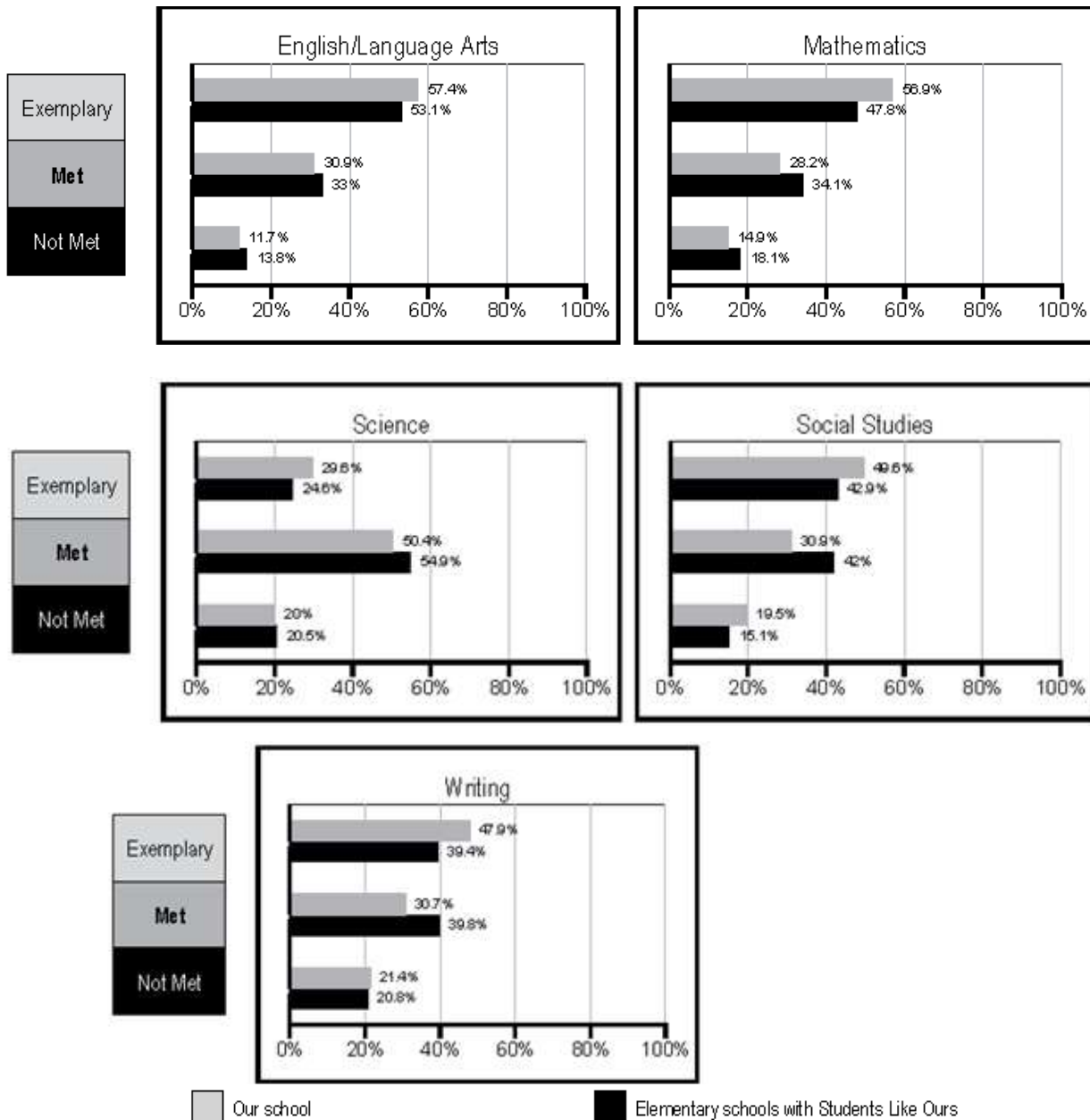
Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
83.0	77.3

The following pages show charts on end of year data for the last five years excluding 2016 that is shown above.

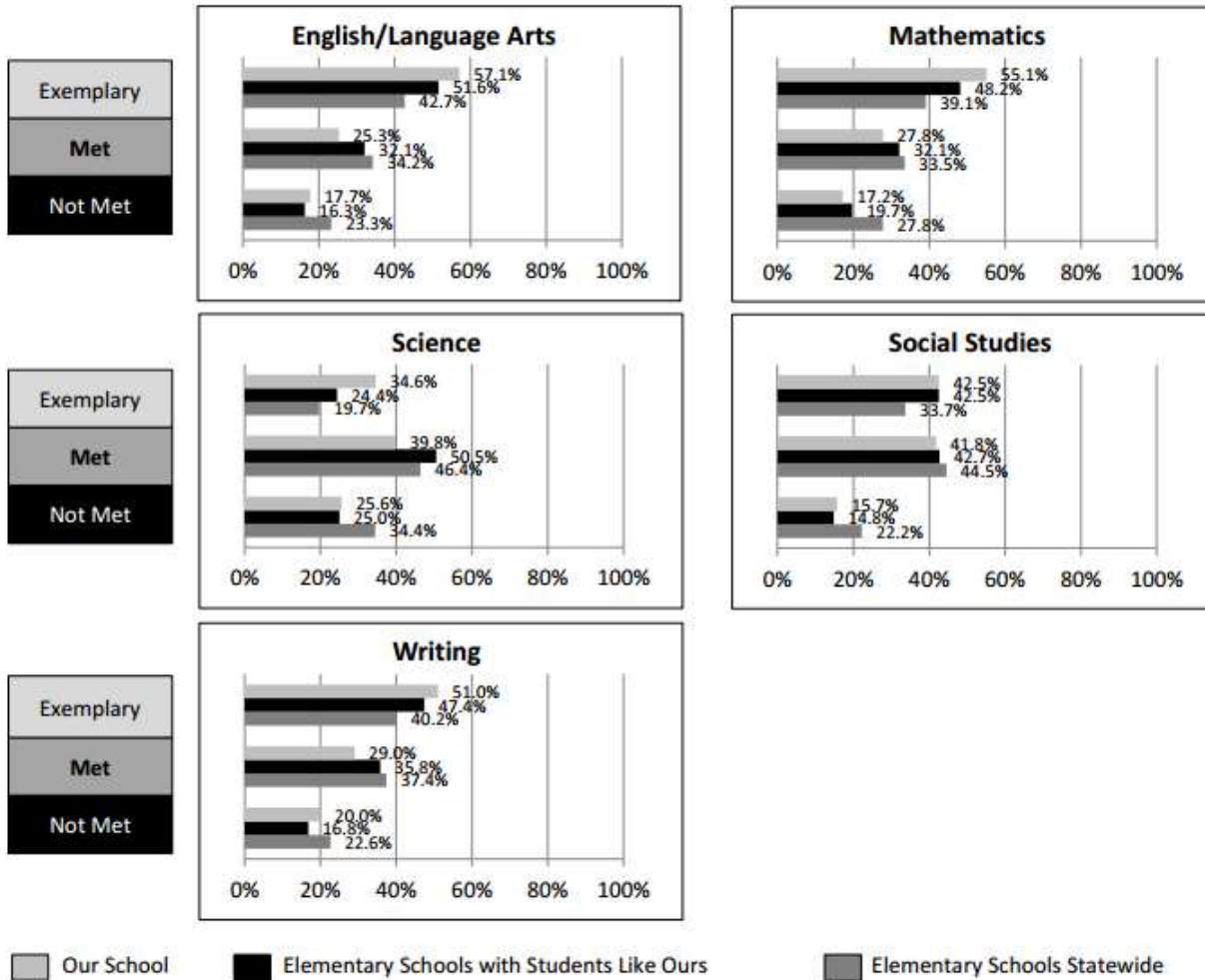
PASS Data 2013

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



PASS Data 2014

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



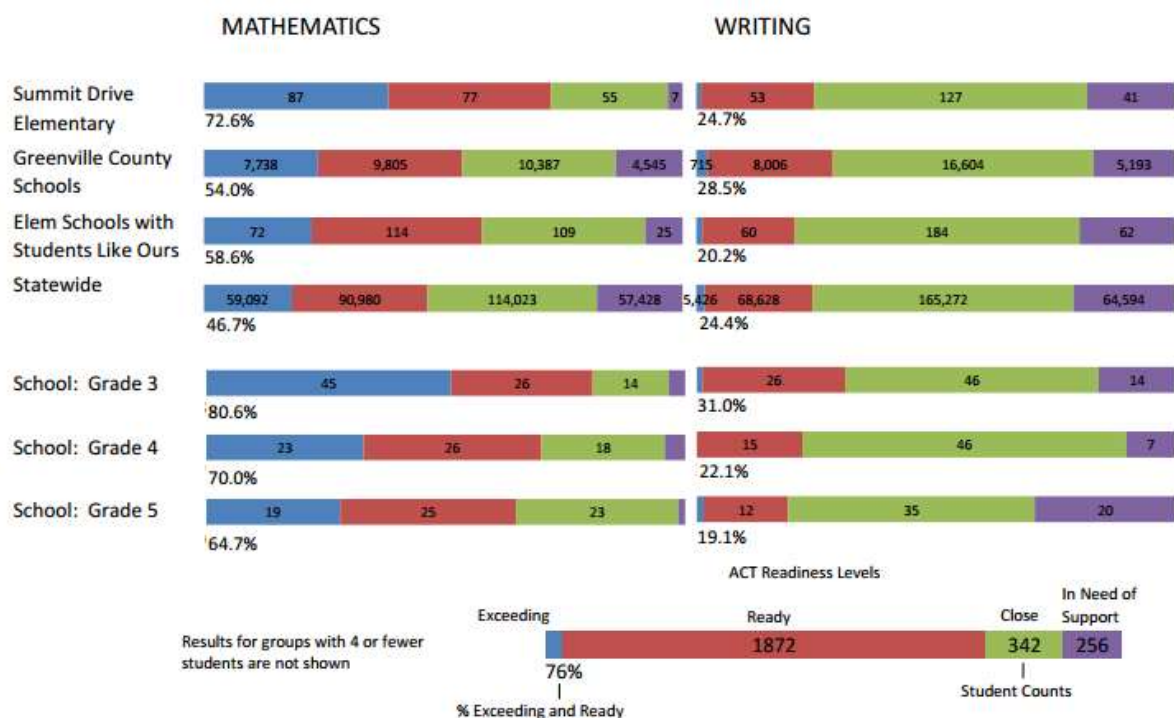
* Elementary Schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Data 2015

The SC Ready assessment was given to students in grades 3-8 in spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing. The results are below. Reading and writing was our weakest subject area tested.



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



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

Science and Social Studies PAS

The next two tables show our PAS science and social studies scores over the past 3 year. In 2015, only fourth and fifth grade students were tested in science and social studies. Science continues to be a concern with our overall Met/ Exemplary percentage decreasing from 80% Met/ Exemplary in 2013 to 72% Met/ Exemplary in 2015. Social studies Met/ Exemplary percentages increased from 80.5% in 2013 to 88% in 2015.

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

Cohort Group -  Decline - 

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

Teacher Administrator Quality

Summit Drive Professional Development Plan is based on our school goals, as stated in our Action Plan, which is data-driven and aligned with the District Education Plan and the No Child Left Behind Act. Our professional development plan focuses on research-based programs, models, and best practices in education. Below is our 2016-2017 professional development calendar. Our focus this year is on Literacy, Steam and Technology. Throughout the year we have investigated becoming a Leader in Me school. Parents and staff member have read Stephen Covey's book and visited other Leader in Me schools in our state.



Summit Drive Professional Development Calendar 2016-2017

Faculty Meetings (2nd Wednesday)

Focus: Writing, STEAM/PBL, Leader in Me

Date	Time	Details	Presenter
Aug. 9			
Aug. 10	8:30-10:30	Writer's Workshop (The Basics)	Fain
Aug. 24	3:00-4:00	Mindfulness Training	Todd Scholl
Aug. 31	3:00-4:00	MAP Training/USA Test Prep	Fain, Merrill
Sept. 14	3:00-4:30	STEAM/PBL	Merrill
Oct. 12	3:00-5:00	Literacy Workshop	Fain, E. Johnson
Nov. 9	3:00-4:30	STEAM/PBL	Merrill
Dec. 14	3:00-4:30	Writer's Workshop	Fain
Jan. 11	3:00-4:00	STEAM/PBL	Merrill
Feb. 8	3:00-4:00	Writer's Workshop	Fain
Mar. 8	3:00-4:30	STEAM/PBL	Merrill
Apr. 19	3:00-4:00	Writer's Workshop	Fain
May 10	3:00-4:00	STEAM/PBL	Merrill

Additional Training Dates

Faculty Council Meetings	Vertical Team Meetings	Technology-Google Chromebooks	Grade Level/Leadership Meetings
1st Wednesday	3rd Wednesday	4th Wednesday	Every 4 Weeks
Sept. 7	Sept. 21	Sept. 28	Week of 09/19/16
Oct. 5	Oct. 19	Oct. 26	Fall Conferences
Nov. 2	-----	Nov. 30	Week of 11/28/16
Dec. 7	Dec 14 (Staff Dev)	-----	-----
Jan. 4	Jan. 18	Jan. 25	Week of 01/23/2017
Feb. 1	Feb. 15	Feb. 22	Week of 02/27/2017
Mar. 1	Mar. 15	Mar. 23	Week of 03/20/2017
Apr. 5	Apr. 19	Apr. 26	Week of 04/24/2017
May 3	May 17	May 24	

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

Needs Assessment for School Climate 2016-2017

Student Survey

- Students believe their teacher expects them to learn and behave. They know their teachers want them to understand and not just learn facts. Students are satisfied with their learning environment and they feel safe at school.
- Twenty percent of students surveyed do not think their peers behave in class or in hallway/ lunchroom/ playground. Fourteen percent of students do not think class is interesting or fun. Seventeen percent do not think the media center has a good selection of books. Seventeen percent do not think their textbooks and workbooks help them learn.

Teacher Survey

- The faculty's perception of Summit Drive is positive according to the survey. Teachers feel that our school provides challenging programs for students. They feel that teachers set high expectation for students' learning and that students are motivated and interested in learning. They also feel that morale is high at Summit Drive. Teachers feel safe at Summit Drive.
- Eleven percent of teachers do not feel like the professional development that is offered at the school is relevant. Eleven percent also believe there are not resources available for them to take advantage of professional development opportunities off campus. Eleven percent of teachers do not think local, state, or national policies assist them in meeting educational needs. Fourteen percent of teachers believe that non-instructional duties interfere with the essential role of educating students. Fourteen percent believe the rules about how students should behave aren't fair. Eleven percent believe that school do not behavior in the hallway, the lunchroom and the playground. Fourteen percent do not feel me have enough computers at our school.

Parent Survey

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

- My child's school considers changes based of what parents say (15% disagree)
- My child's teachers invite me to visit my child's classrooms during the school day (26% disagree)
- My child's school includes me in decision making (19% disagree)
- My child's teacher contacts me to say good things about my child. (20% disagree)

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

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

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

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

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

	<i>Baseline 2015-16</i>	2016-17	2017-18
School Projected	<i>x</i>		
School Actual	<i>56.4</i>		
District Projected	<i>x</i>	59	63
District Actual	<i>50</i>		

Baseline data to be established in 2015-16.

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

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

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

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

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

	<i>Baseline 2015-16</i>	2016-17	2017-18
School Projected	X		
School Actual	67.1	59	63
District Projected	X		
District Actual	56		

Baseline data to be established in 2015-16.

SC READY % TESTED

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

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

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

% Tested ELA – School	<i>Baseline 2015-16</i>	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 baseline data for 2015-16.

% Tested ELA – District Grades 3-5	<i>Baseline 2015-16</i>	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 baseline data for 2015-16.

% Tested Math – School	<i>Baseline 2015-16</i>	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 baseline data for 2014-15.

% Tested Math – District – Grades 3-5	<i>Baseline 2015-16</i>	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 baseline data for 2015-16.

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

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

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

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

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

	<i>Baseline 2014-15</i>	2015-16	2016-17	2017-18
School Projected	<i>X</i>			
School Actual	<i>72.4</i>	80.7		
District Projected	<i>X</i>	73.9	74.9	75.9
District Actual	<i>72.9</i>	71.4		

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

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

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

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

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

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

	<i>Baseline 2014-15</i>	2015-16	2016-17	2017-18
School Projected	<i>X</i>			
School Actual	<i>87.7</i>	93.4		
District Projected	<i>X</i>	82.2	83.2	84.2
District Actual	<i>81.2</i>	78.8		

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

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the IOWA Test.

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

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

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	68 th percentile	71 st percentile		

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	58 th percentile	64 th percentile		

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

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile	51 st percentile	48 th percentile	

**ACTION PLAN
2013-2018
ENGLISH LANGUAGE ARTS**

<u>STRATEGY</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Provide RTI instruction to support students having difficulty in reading (Kindergarten teachers and interventionist)	2013-2018	K assistants, Amy Hawkins	0	NA	Intervention Schedule
Assess student data reading growth in grades 5K-1 and special ed. using Aimsweb and lowest achievers in MAP for 2n grade.	2013-2018	K-2 Teachers, Amy Hawkins, Kelly Hueble	0	NA	AimsWeb Data
Integrate ELA State Standards	2013-2018	All teachers	0	NA	Lesson plans, Observations
Continue Balanced Literacy during ELA Instruction	2013-2018	All teachers	0	NA	Lesson plans, Observations
Monitor standards-based, rigorous instructional strategies quarterly	2013-2018	Administration Instructional Coach	0	NA	Lesson plans, Observations
Utilize the Language Arts Curriculum on Atlas/ Rubicon to ensure alignment of standards	2013-2018	All teachers	0	NA	Lesson plans, Observations
Attend district workshops and report back to grade level team	2013-2018	K-5 Teachers	0	NA	Sign-in sheets
Use STAR reading program to assess student reading growth in grade 1.	2013-2018	1 st grade teachers	0	NA	STAR Reports
Use Fountas and Pinnell assessment kits to level students for guided reading. (K-5)	2013-2018	Instructional Coach, Teachers	\$355/piece	Local Funds	Assessment Results
Integrate instructional strategies to support critical thinking	2013-2018	All teachers	0	NA	Lesson plans, Observations

Use common formative and summative assessments	2013-2018	All teachers	0	NA	Lesson plans, Observations
Observe best practices by visiting other schools	2013-2018	K-5 Teachers	0	District PD Funds	Summary of visit
Meet the needs of LEP students with focus on reading, writing, vocabulary, and comprehension	2013-2018	ESL teacher, classroom teachers	0	NA	Lesson plans, Observations
Analyze ELA common assessments, MAP and 'end of test' scores	2013-2018	Instructional Coach, K-5 teachers, Administration	0	NA	Reports
Continue using the Race to Read program and students take AR tests	2013-2018	Instructional coach, K-5 teachers, Media Specialist	\$600	PTA	Reading Logs, Teacher Records
Administer and analyze running records	2013-2018	All teachers	0	NA	Running Records
Support multi-leveled approach to reading by adding various sets of titles and genres to library	2013-2018	K-5, Special Education	\$5,000	Local Funds PTA	Check-out System
Participate in Fountas and Pinnell training	2013-2018	K-5 Teachers	0	District Funded	Log-in
Inclusion for 1 st , 2 nd , 3 rd , 4 th and 5 th grade students	2013-2018	2 resource teacher and ESOL teacher	0	NA	Observation
Participate in the All-Star Reading Incentive provided by the district	2013-2018	Media Specialist, Teachers	0	NA	Participation Log
Participate in Battle of the Books (4 th and 5 th Grades)	2013-2018	Media Specialist	0	NA	Contest @ District level
Full-time Literacy Coach works with 1 st -2 nd grade students	2013-2018	Literacy Coach	0	NA	Observation
Instructional Coach and 2 teachers Participate in Balanced Literacy Mentor Training	2013-2018	Fain, Bennett, E. Johnson	0	District Funded	Log-in

Continue using “We’re All Ears” with 1st grade students – dog therapy volunteers	2013-2018	1st grade teachers	0	NA	Schedule
Author’s Visit – 3-5 th	2013-2018	Media Specialist	0	NA	Pictures
Sounds in Motion 4K-5K kinesthetic collaborated phonemic awareness	2013-2018	Speech Therapist	0	NA	Observation and Lesson Plans
Use <i>Reading Strategies</i> Book as a resource for Reading Instruction	All teachers	NA	Cost of books	school	All teachers
Administer MAP test two times a year to monitor progress toward achievement of MAP Math goal	2013-2018	Susan Merrill, Pell Fain, 2 nd – 5 th teachers	0	NA	MAP testing schedule
Partner with Public Education Partners to provide free books for students in grades k-5 to read over the summer and add to their home library	2013-2018	Pell Fain, Public Education Partners	Cost of books	Public Education Partners	Observation, books, schedule
Partner with Public Education to provide a Reading Night in the Summer	2013-2018	Pell Fain, Ashley Eggl, PEP	Cost of night	Public Education Partners	Observation, books, schedule
During the fall, have a reading night from Summit Drive families	2013-2018	Pell Fain, ELA committee	Cost of night	Summit Drive	Observation, schedule of night
4th and 5th graders provide AM tutoring for Kindergarten and 1st grade students in reading	2013-2018	Pell Fain	\$3,000	Grant from Dollar General	Observation
Weekly periodicals (SS Weekly and Time for Kids)	2013-2018	2nd-5th grade teachers	\$800	school	Observation, lesson plans
Use Reading A to Z program for resource kids	2013-2018	Resource teachers	0	NA	Observation, lesson plans
Use USA test prep to give students experience with SC Ready type questions and well as monitor progress	2013-2018	4th and 5th grade teachers	\$1000	school	Observation, lesson plans
Reading Eggs computer program for all	2013-2018			district	

ESOL students					
1st grade reads to assisted living	2013-2018	1st grade teachers	0	NA	Observation, lesson plans

Writing

<u>STRATEGY</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Continue to use district writing benchmarks to assess students' writing.	2013-2018	All teachers	0	NA	Data
Continue to use Thinking Maps to ensure writing across the curriculum	2013-2018	All Teachers, Instructional Coach	0	NA	Observations
Use authentic writing process during Writer's Workshop in all grades using Lucy Calkins Integrated Units and <i>Writing Strategies Book</i> as resources. Teach narrative, opinion and informational writing in all grade levels.	2013-2018	All Teachers	Cost of kits and books	school	Observations, lesson plans, Bulletin Board displays
Continue to use Noggin Notebooks writing in Kindergarten	2013-2018	Kindergarten Teachers	0	NA	Notebooks
Continue to pass STAR Writing notebooks up to the next grade (beginning and end reflections)	2013-2018	1-5 grades	\$200	District Funds	Notebooks and samples
Continue response journals that support writing/ELA Common Core goals	2013-2018	1-5 grades	0	NA	Journals
Ensure consistent use of SC College and Career Ready-aligned rubrics to assess informational, argumentative and narrative writing	2013-2018	All teachers	0	NA	Lesson plans, Observations
Continue to develop integrated curriculum and literacy skills across all core content areas	2013-2018	All teachers	0	NA	Lesson plans, Observations
Ensure students use various ways to publish	2013-2018	All teachers	0	NA	Lesson plans,

final writing assignments					Observations
Have Staff Development on Text-dependent writing and practice this type of writing in all grades. Use the SC Ready text dependent Rubric in 3 rd - 5 th grades.	2013-2018	All teachers	0	NA	Sign in, Observations
First graders write and illustrate a Book and have a share day with parents and staff	2013-2018	1st grade teachers	\$200	NA	Pictures, Observation

MATH

<u>STRATEGY</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Disaggregate math data from MAP and PASS	2013-2018	Administration, Instructional Coach (IC)	0	NA	Assessments, Spreadsheets, Data Walls
Utilize Math SC College and Career Standards	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations
Employ Learning Focus strategies for lesson planning and within the classroom for instruction.	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations
Utilize the Math Curriculum on Rubicon Atlas to ensure alignment of SC College and Career Standards	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations
Administer common assessments to determine math level and differentiate instruction to meet individual students' needs	2013-2018	Classroom Teachers	0	NA	Results, Common Assessment Data Analysis Form
Use Rubicon Atlas to employ formative and summative assessments that include SC College and Career standards	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations
Use Compass Odyssey Computer Program with all students	2013-2018	Classroom Teachers	0	NA	Compass Reports, Observation

Ensure spiral review of math skills	2013-2018	Classroom Teachers	0	NA	Observation
Administer MAP test two times a year to monitor progress toward achievement of MAP Math goal	2013-2018	Instructional Coach	0	NA	MAP testing schedule
First in Math Online Program in 2nd- 5th grades	2013-2018	Classroom Teachers	?	PTA	Online student recognition
Integrate instructional strategies to support critical thinking required for all high stakes testing	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations
Collaborate weekly during grade level planning to assure collaborative, effective standard driven instruction and differentiation for student needs. Have monthly formal grade level meetings with leadership team.	2013-2018	Classroom Teachers, IC, Administration	0	NA	Lesson plans, Observations
Student goal setting based on MAP data in grades 2nd - 5th	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

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

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

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

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

Projected	x	x	100.0	100.0	100.0	100.0
Actual	100.0	100.0	100.0	100.0		

STRATEGY Activity	Timeline	Person Responsible	<i>Estimated Cost</i>	<i>Funding Sources</i>	Indicators of Implementation
Attend and participate in Mentor Training Fountas and Pinnell balanced literacy and share with teachers	2013-2018	Fain, Bennett, E. Johnson	Cost of Substitutes	District	Professional Development Portal Observations Attendance Log Sign-in
Attend and participate in school level and district level professional development	2013-2018	IC, Certified Teachers, Administration	0	School District	Professional Development Portal, Observations, Attendance Log Sign-in
Attend and participate in district level PD on Steam	2013-2018	Classroom Teachers, IC, Administration, Chris Burras	0	School	Observation, Steam Certificate
Attend and participate in school level PD on technology and Steam	2013-2018	Classroom Teachers, IC, Administration	0	School	Observations
Attend and participate in school level PD on writing and literacy	2013-2018	Classroom Teachers, IC, Reading Coach, Administration	0	School	Observations
Attend Inclusion training to implement inclusion best practices	2013-2018	Administration, Instructional Coach, Resource Teachers, Classroom teachers planning to have inclusion class	Cost of training and subs	District	Sign in
Four teachers will participate in PD	2013-2018	Childs, Mention, McKeel,	0	District	Observation, sign in

through Discovery Education to enhance technology in the classroom (Leadership Corps). Principal and IC will participate in Administration Discovery Education.		Robertson			
Implement the 7 Habits of a Happy Kids	2013-2018	Guidance Counselor, Classroom Teachers, IC, Administration	0	School	Observations
Read Steven Convoys <i>Leader in Me</i> and explore this program by visiting other Leader in Me Schools. Attend information session from Leader in Me representative.	2013-2018	Classroom Teachers, IC, Administration	Cost of books, substitutes	School	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	96.9	97.2	96.8	96.9	96.8		
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		

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

PARENT SATISFACTION – LEARNING ENV.

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

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

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	<i>2013-14</i>	<i>2014-15</i>	2015-16	2016-17	2017-18
School Projected	X	X				93.2	93.7
School Actual	X	100	95.1	96.0	92.7		
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 93.5% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Maintain 100% satisfaction.

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				100	100
School Actual	X	97.4	93.5	94.0	100		
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)	83.9 (ES, MS, & HS)		

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain 100% satisfaction.

ANNUAL OBJECTIVE: Maintain 100% satisfaction.

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

	Baseline 2011-12	Planning Year 2012-13	<i>2013-14</i>	<i>2014-15</i>	2015-16	2016-17	2017-18
School Projected	X	X				100	100
School Actual	100	100	100	100	100		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	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 97.5% in 2012 to 99.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 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				98.6	99.1
School Actual	X	97.5	97.6	95.7	98.1		
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 97.4% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Maintain 100% satisfaction.

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				100	100
School Actual	X	97.4	92	97.0	100		
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 96.4% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Maintain 100% satisfaction.

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

	Baseline 2011-12	Planning Year 2012-13	<i>2013-14</i>	<i>2014-15</i>	2015-16	2016-17	2017-18
School Projected	X	X				100	100
School Actual	X	96.4	100	<i>100</i>	100		
District Projected	X	X	<i>98.5</i>	<i>98.5</i>	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		



GOAL AREA: School Climate

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

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

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

*Represents projected improvement

STRATEGY/Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Update school/parent and teacher handbook each year.	2013-2018	Administration	0	Local	Updated copy
Contribute school news and events to the PTA eBlast weekly.	2013-2018	PTA	0	PTA	eBlast
Use easel boards and the marquee to advertise all major school events.	2013-2018	Custodial Staff Administration	0	NA	Viewing of Messages
Post weekly notes of school events on board and in weekly School Reminders to faculty and staff.	2013-2018	Administration	0	NA	Copies of notes
Regularly post school activities on the school webpage.	2013-2018	Media Specialist	0	NA	Archived webpage information
Utilize a template and a schedule for student-led news show.	2013-2018	Susan Merrill	0	NA	Observation
Maintain communication with local media sources.	2013-2018	PTA	0	NA	News articles
Increase parental involvement by extending invitations to school events through School Messenger.	2013-2018	Administrative Assistant	0	NA	Invitations, surveys and Quality Tools
Develop a process for obtaining parent volunteers for the classroom.	2013-2018	PTA	0	NA	Volunteer Sign-in (School Genius or Volunteer Spot)
Continue to implement Safe and Healthy School Program through website information, Walk to School Days, Safety Patrol Program.	2013-2018	PE Teacher Teachers Media Specialist	0	NA	Webpage, participation in activities, student articles
Continue to plan and support ongoing PTA sponsored fundraisers and activities	2013-2018	PTA, school	0	NA	Activities/Agendas
Develop The Leader in Me book study with parents and business luncheon to explain school initiative	2017-2018	Parents and Community Business Partners	\$15 per book	Local Funds	Two Study Meetings Luncheon
Continue to plan and support school-wide safety initiatives.	2013-2018	Walk to School Days, B2, No Cell Zone, Running	0	NA	Participation

		Club			
Implement the B2 program by encouraging cars to turn car off their car while waiting in the afternoon pick up line	2013-2018	4th graders, 4th grade teachers	0	NA	Observation, B2 sign
Guidance Counselor will have monthly lunch and learn meetings open to parents on different topics relating to school	2013-2018	Jenni Risell	0	NA	Schedule, Observations

GOAL AREA: School Climate

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

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

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

*Represents projected improvement

STRATEGY/Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers will participate in an in-service on SAFE-T evaluation requirements each year and receive necessary materials and timelines.	2013-2018	Administration	0	NA	Agenda
All teachers will establish an academic SMART goal based on student data each year with the IC and administration.	2013-2018	Teachers	0	NA	Goal-setting form
Teachers will conduct 2 types of observations during their formal year. (Administration will assign)	2013-2018	Teachers	0	NA	Observation Write up Form
All 8 Performance Standards will be represented in the teachers SAFE-T notebook with collected samples.	2013-2018	Teachers	0	NA	Pas-T notebook

Teachers not on formal will receive 1 ePAS observation for the year noted in the system.	2013-2018	Administration, IC	0	NA	ePAS System
All staff members will participate in district required professional development.	2013-2018	All teachers	\$350	District Professional Development Funds	Book study summaries
Every certified staff member will complete the Greenville County School District survey.	2013-2018	All certified staff members	0	NA	Survey results
Every certified staff member will complete the State Report Card survey.	2013-2018	All certified staff members	0	NA	Survey results, State Report Card
Assigned teachers or grade level will participate in visiting another school to obtain new strategies and instructional tools to use in their classroom.	2013-2018	Select classroom teachers/grade level	0	NA	Summary from visit

2016 Report Card

Summit Drive Elementary

Principal: Kelly Hellams
 Superintendent: Dr. W. Burke Royster
 Board Chair: Mrs. Lisa Wells
 School Phone: 864 355 8800
 School Website: <https://www.greenville.k12.sc.us/sumdrive/>

State Rating History*	Past Year's Ratings
	2014 - Excellent
	2013 - Excellent
	2012 - Excellent

*Based on state law, schools and districts will not be rated for state accountability purposes until Fall 2018

 OVERVIEW	 KNOWLEDGE	 OPPORTUNITIES
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World Class Knowledge

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

World Class Skills

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

Life and Career Characteristics

Integrity
 Self-direction
 Global perspective
 Perseverance
 Work ethic
 Interpersonal skills

Enrollment
483

Grades
K5-5

Teachers
31

Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by providing a challenging learning environment infused with a project-based curriculum. Our motto reflects the vision of our school – *"Summit Drive, Peak of Innovation."* We believe our rigorous, technology-rich curriculum will prepare every student for successful engagement in the 21st Century.

Summit Drive Elementary achieved an absolute rating of Excellent on our school report card for the past five years. Furthermore, our growth rating improved from Good to Excellent in 2014. Although our students perform well, our challenge is to find ways to enhance the educational experience to meet the specific needs of both our high-performing learners as well as our struggling learners. We work to do this through hands on learning, project based activities and implementation of the Inclusion Model.

Parental and community involvement is essential for our continued success. The Parent Teacher Association (PTA) and School Improvement Council (SIC) are actively involved in our decision making. Our PTA and staff share the same vision by providing our students with the necessary tools and support for success. We have collaboratively funded technology in the classrooms, a STEAM (Science Technology Engineering Arts and Math) program and an active running club. We are a CATCH (Coordinated Approach to Children's Health) school with emphasis on wellness and nutrition. Our school has been recognized and awarded a grant by LiveWell Greenville for our efforts towards health and wellness. Summit Drive Elementary has been awarded the Safe Schools Award by Safe Kids of the Upstate for the past ten years. We are also developing a garden club that will teach children a hands-on approach to healthy living. Students at Summit Drive are taught leadership skills through the Seven Habits of Happy Kids and learn skills that will enable them to be successful leaders in life.

We have also implemented successful enrichment programs for students such as First in Math and Accelerated Reader. All classrooms are fully equipped with Promethean Boards and student laptops. Grade level teachers meet weekly to collaboratively develop lesson plans and common assessments. Test data is analyzed by teachers and administration for the purpose of student achievement. We are proud of our strong school community and rich traditions at Summit Drive. It is our mission to provide our students with a safe and caring learning environment that will prepare them for a successful future.

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

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

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

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

SUMMIT DRIVE ELEMENTARY

12/10/2015

OPPORTUNITIES

Evaluations by Teachers, Students, and Parents

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

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

State Ratings History of School

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

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