

Woodland Elementary School

Where Every Student succeeds in learning and life



Strategic Plan for 2013-2018

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Katrina Miller, Assistant Principal
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Greenville County Schools, Dr. Burke Royster, Superintendent

Woodland

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Woodland Elementary School Faculty and Staff

2016-2017

Wanda Mote, Principal

Chris Phillips, Assistant Principal and Katrina Miller, Assistant Principal

Louise Gillespie, Instructional Coach

Lisa Carter- Secretary, Diana Wood- Attendance Clerk

Annette Oliver- Office Clerk, Dawn Conrad- Office Clerk

Anna Woodfield -Nurse, Leann Malone- Nurse

Kindergarten

Cathy Bailey
Lucy Coates, Asst.
Carol Crocker
Shelia Johnson, Asst.
Anne Higginbotham
Jodie Sackett, Asst.
Annie Butler
Dale Black, Asst.
Angela Raines
Susan Bost, Asst.
Angela Watts
Patty Edwards, Assist.
Dettie Bach
Kathy Friedholm, Asst.

First Grade

Lauren Ackerman
Lisa Allison
Nikki Rader
Carol Barnhill
Britany Buckley
Louise Earley
Christie Klessens
Angela Hall
Salli Troyan

Second Grade

Kathy Amick
Theresa Franklin
Natalie Swindal
Karen McClain
Katherine Redfern
Carol Scudder
Kathleen Walsh
Literacy Specialist
Corley Lollis

Third Grade

Ashley Hanson
Pat Lipsey
Brandy Manley
Sarah Lehere
Sarah Odom
Melissa Pitts
JJ Roper
Lindsey McAlister

Fourth Grade

Gidget Athey
Lisa Fabian
Christina Strickland
Jennifer Dixon
Samantha Powers
Judith Hardy

Fifth Grade

Lisa Allred
Jennifer De Matteo
Alexandra Cloer

Bakita Knebel
Marsha Linder
Catherine Sever
Shannon Vance

Resource

Crystal Emus
Kasandra Shofner
Mandy Curry

EDSC

Atrez Flemings
Courtney Neas
Kelli Mullinex

Preschool Sp Ed

Britany Miller
Joanna Belhumer

Art

Kristina Laird-Arnold
Teri Wallace

Music

Krista Ennis
Patrick Lowery

Physical Education

Corey Parker
Nomar Rodriguez

Challenge

Carol Tate

Media Center

Pam Hill
Courtney Rouse
Mamie Waters, Clerk

ESOL

Abbye Dilling
Sara Malloch

Computer Lab

Amanda Casstevens
Caelin Branin

Speech

Amanda Atkinson
Carrie Crawford

Reading Interventionist

Rebekah Chaffee

Guidance Counselors

Elizabeth All
Sharon Kirton

Custodial Staff

Silvia Carrington
Patricia Hawkins
Paula Ortega
Marilyn Mitchell

INTRODUCTION

In the spring of 2013, Woodland Elementary School began the development of a strategic education plan for the five year period 2013-2018. The plan follows the pattern of the ten strategic plans developed previously. The Woodland Elementary School Strategic Plan has been developed yearly to guide our actions and document the changes and progress our school has made in improving student achievement. It is our belief that the plan provides a vehicle for developing capacity, self-assessment, communication, and accountability that will lead to substantive school improvement. Each year our plan is updated and revised as necessary. Staff members, SIC members and PTA members are given the opportunity for input and kept informed of our progress.

Upon reviewing our plan, our staff observed that we were striving for high academic achievement. Our school maintains high quality in all areas of operations. During the process of the self-study we made several important goals to continue throughout the coming years:

- Review our mission, vision and belief statements annually and revise if needed.
- Use the strategic plan to guide us in professional development and instructional focus. Incorporate successful strategies into our daily operating plan, eliminating the unsuccessful strategies.
- Continue to analyze our student data to drive the direction of our action plan.

Executive Summary

Student Achievement

Woodland Elementary has maintained an “Excellent Report Card Rating” and the Palmetto Gold Award for Student Performance for the years 2009-2015. Woodland Elementary has also received the BETA Club School of Distinction and was honored as a SC State Winner at the Junior BETA Club Conventions of 2014 and 2015. Woodland’s faculty are all highly qualified and work diligently to prepare students in all areas of life.

Teacher and Administrator Quality

Woodland’s Faculty and Staff continue to pursue strategies and “best practices” that will promote achievement for all students. To this end, our goal has been to increase the knowledge and expertise of our teachers in the implementation of Balanced Literacy. Over the next year, our staff will continue training in using Fountas and Pinnell Leveled Literacy groups to complete our three year training program. Our school has also recently implemented the “Leader in Me” process which emphasizes the seven habits for happy children and building leadership in all phases of our school life. Woodland’s areas of challenge include providing updated technology equipment and training as well as continuing implementation of state standards and state assessments.

School Climate

Woodland strives to be a “place where children come first and excellence is the way of life.” To that end, our faculty and staff continues to provide a safe school and an effective learning environment. In order to maintain our positive ratings in the school climate category, we will improve stakeholder communication through our new electronic sign and investigate the possibility of a radio program for parents in the car line. We also want to investigate better translation practices in the form of electronic equipment and partners who speak English helping those who do not. It is vital that we ensure that all parents know about the high quality of learning opportunities available to their children here at Woodland.

Challenges

Woodland is met with the following challenges in order to meet our students' learning needs:

- Continue to implement South Carolina State Standards
- Continue to implement differentiated strategies to assist low achieving students
- Continue to improve Professional Learning Communities
- Provide more time, equipment and space for training teachers and students in the use of technology
- Continue to build and maintain participation in Before School Tutoring
- Continue to implement Fountas and Pinnell Guided Reading Groups for Balanced Literacy

Awards and Honors

- Excellent Report Card Rating for 2009-2016
- Palmetto Gold Award for Student Performance - 2009-2015
- Palmetto Gold Award for Closing the Gap- 2011-2012
- "A" Report Card Ratings 2012- 2015
- Palmetto Silver Award for Closing the Gap - 2009-2014
- Safe School Award
- 48 Teachers with a Master's degree or higher
- United Way Awards
- PTA Parent Involvement Award
- School Walk for Diabetes Awards
- South Carolina Winner – "Read for the Record"
- Several teacher-awarded grants
- South Carolina Autism Award - Best IEP Team
- 16 National Board Teachers
- WSPA Channel 7 Public Service Bully Campaign Award
- Fully accredited by AdvancED Accreditation Commission
- *Leader in Me* Symposium Site 2016, 2017

School Profile

Woodland Elementary School is fully accredited by the AdvancED Accreditation Commission and serves 1109 students in grades pre-kindergarten through fifth from a variety of cultural backgrounds. We are the largest elementary school in the district and currently have the third largest ESOL population. Each member of our professional teaching staff is highly qualified as defined by No Child Left Behind. Our staff of 91 members is led by Principal Wanda Mote and Assistant Principals Katrina Miller and Chris Phillips. Seventeen of our teachers are National Board Certified and thirty-seven hold Masters Degrees or higher. Our teachers work diligently to provide learning experiences that engage students in creative, rigorous, standards-based learning experiences that enable them to achieve to their highest potential. Woodland continues to promote student achievement in all areas of the curriculum. We have enhanced and updated our technology school-wide with the addition of eighty-nine teacher laptops, student Chrome Books and student iPads.

We are extremely proud of the progress we have made in student achievement and are most appreciative for the hard work of our teachers, staff, students, and their parents. Looking forward, our challenge is to refine our implementation of effective strategies that will sustain our progress and meet individual needs as we continue to move student achievement forward. Our Parent-Teacher Association (PTA) and School Improvement Council (SIC) are involved in key ways at Woodland. They continually explore improved ways to recruit and retain parents and volunteers. We believe that utilizing the skills, talents, and training of our parents and volunteers further enhances our total school program effectiveness. The financial support, commitment to volunteer hours, and creative problem-solving abilities of our community partners enables us to enjoy access to opportunities that would not be possible otherwise. Woodland Elementary School envisions our families, staff, and community working together to help our children succeed. 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 a fast-paced, ever-changing world. Recognizing that parental involvement is one of the greatest contributors to student success in school, we would like to develop strategies for increased parent involvement. Ultimately, we would plan to have a clearly articulated partnership structure for the school. Then our partners' efforts will directly impact our students' success in school and in life.

As a school family, we share a vision and belief that every child can achieve to their maximum potential if provided opportunities, support, encouragement, and love. We remain committed to that end.

School Personnel

Grade Level *Years Experience	1-5	6-10	11-15	16-20	21-25	26 +
K	1	1	4	1	1	2
1st	1	2	2	1	1	2
2nd	1	3	4	0	1	0
3rd	2	1	2	1	1	1
4th	2	0	1	3	0	1
5th	1	1	1	3	0	0
Special Ed.	1	3	1	0	0	0
Instructional Support	0	0	2	0	1	0
Related Arts	2	3	1	0	0	0
Instructional Leadership	0	0	2	2	1	2

Total Teachers	68
Support Staff - Paraprofessionals	22
Administrators	3
National Board Certified Teachers	16
Bachelors' Degrees	24
Advanced Degrees	39
Male Faculty	2
Minority Faculty	4

Student Population

Student Groups	Total School Enrollment 1079	Percentage
Caucasian	653	60%
Hispanic/Latino	210	19%
African American	127	12%
Other	47	4%
Asian	40	4%
FARMS	443	41%
Poverty Rating	N/A	51.4%

Special Programs

Special Programs	K3-K4	K5	1	2	3	4	5	Total
EDSC					3	2	2	7
Resource		3	2	10	13	13	18	59
Speech		9	18	21	16	7	7	78
Gifted & Talented					28	46	76	150
ESOL		20	36	38	40	33	46	213
Preschool Special Ed.	13							13

“What does instruction look like at Woodland?”

Our major academic and behavioral features:

School Focus	Educational Model	Description
Student Achievement: Language Arts	Balanced Literacy	Balanced Literacy is a model for teaching children in a student-centered classroom, based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell. Daily, children read and write independently and in a variety of group settings. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading. Students also participate in shared and individual writing activities each day. The types of writing experiences include shared writing, interactive writing, guided writing, writing conferences and independent writing.
Student Achievement: Language Arts	Fountas and Pinnell Guided Reading Groups (Balanced Literacy Format)	During this part of Balanced Literacy, the teacher works with small groups of children who have similar reading needs and introduces new books carefully chosen to match the instructional levels of students. Readers are carefully prepared when being introduced to a new text, and various strategies are explicitly taught. Ongoing observation and assessment help to inform instruction and grouping of students is flexible and may be changed often.
Student Achievement: Language Arts	Accelerated Reader	Accelerated Reader is a program designed to encourage reading comprehension through the reading of leveled texts and computerized tests. After a child reads a book from the Accelerated Reader list, he or she can complete a test based on the book. Many students are motivated to read a high number of books and thus, improve their reading comprehension and fluency.

Student Achievement: Reading	Response to Intervention	In its fourth year, RTI is taught in first grade by one reading interventionist and in kindergarten by classroom teachers. A district curriculum and training are followed by our school. AIMSWEB is used to monitor the progress of students. Our administration and teachers meet monthly to track student progress.
Student Achievement: English Language Arts	ESOL	Woodland's ESOL program groups students according to language fluency level and/or grade level where they receive academic assistance from ESOL personnel in addition to regular classroom instruction. ESOL teachers collaborate with the mainstream teachers to teach language and skills that support children in the regular program.
Student Achievement: Mathematics	Go Math!	<i>Go Math!</i> is an interactive program designed to capitalize on the presentation of key concepts that foster children's mathematical confidence and competencies. Students analyze data, see patterns, explore math relationships, and communicate their thinking to the teacher and one other.
Student Achievement: Math Intervention	Compass Learning	Compass Learning is a district adopted computer program that provides individualized instruction in math, reading and language. The student's "path" is based on their MAP scores. The program is utilized in the before school tutorial program, computer lab time and at other times determined by the student's teacher.
Student Achievement: Math Intervention	Reflex Math	Reflex Math , a computer program for grades 1-5, helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division. Students may use the program at school and at home.

Student Achievement And Teacher/ Administrator Quality: Planning and Integration	Learning Focused Schools	<i>The Learning Focused Schools Project</i> is based on a foundation of consistent, pervasive, and exemplary practice reflected in the school's curriculum, instruction, assessment, organization, and planning. Developed by Dr. Max and Dr. Julia Thompson, the program's success has been documented since 1997 and is the current restructuring process for over 700 schools in 8 states. Greenville County Schools has approved this program for its schools.
Student Achievement: Support	Assistance Team	Woodland's Assistance Teams consist of teachers who facilitate the process of ensuring that students receive special services and support when needed. Teachers may refer a student to the A-Team in order to receive feedback for new strategies. Further testing and placement decisions are also decided in conjunction with the students' parents.
School Climate: Character Education	Leader in Me	Woodland's faculty and staff believe in supporting all students in the rise to their potential by providing many opportunities for students to develop their leadership abilities. From classroom leaders to welcome leaders, we have implemented many leadership roles for our students. All of our efforts culminate with a "Leadership Day" which will be open to parents and community.
School Climate: Character Education (service)	Diabetes Walk	Woodland students have participated in America Diabetes Association's "School Walk for Diabetes" for the past eight years, raising over \$140,000.00! Combining physical fitness (walking) with caring for others makes a winning combination for the students at Woodland and the people who suffer from the disease of diabetes.

School Climate: Character Education	Red Ribbon Week	Red Ribbon Week is a nationally recognized program that encourages students to develop healthy attitudes about drugs and alcohol. Sponsored by the Greenville Family Partnership, the program emphasizes the building of character by staying drug and alcohol free. School activities include special assemblies, collecting canned goods, and wearing red.
School Climate: Character Education	Big Brother/Big Sister	Big Brother/Big Sister is a school based mentoring program that matches students with a Big Brother or a Big Sister. Volunteers visit the students during the school day and participate in a variety of activities (helping with classwork, reading, educational computer activities). Students are chosen based on information given by teachers, parents and guidance counselor.
School Climate: Extracurricular Program	Art Club	Woodland 's Honors Art Club is for 3 rd – 5 th graders who have a strong interest in the visual arts, exceptional talent, and are self-motivated to focus on creating art during this after-school program. Students audition by creating a specific drawing. Meetings are held weekly.
School Climate: Extracurricular Program	<i>The Morning Show</i>	The <i>Woodland Morning Show</i> is a student produced daily broadcast that includes announcements, the Pledge of Allegiance, minute of silence, and special features. The news crews' duties include writing news reports, using equipment, and reporting the weather and feature stories. Crew members include recommended fifth graders.

School Climate: Extracurricular Program	Honors Choir	The Woodland Honors Chorus is comprised of fourth and fifth grade singers who were selected by audition. These singers show giftedness in choral music and perform a variety of musical styles at school and community functions. They are service-oriented and sing for hospitals, retirement communities, and nursing homes as well as many seasonal and patriotic events. Honors Choir members represent Woodland as our finest young people.
School Climate: Extracurricular Program	DRUMS	D.R.U.M. is a character education enriched music program in which selected fourth and fifth grade students are taught music in an advanced after school percussion ensemble. The ensemble gives several concerts during the year and goes on one field trip. D.R.U.M. has a motto which infuses character education traits into music education. D = Discipline – People with self-discipline are stronger. R = Respect – People with self-respect make good decisions. People who respect others make the world a better place. U = Unity – We work together. Say, “we” not “I”. M = Music!
School Climate: Extracurricular Program	Safety Leaders	Safety Leaders perform such duties as assisting crossing guards, monitoring hallways, and helping bus and car riders. Fourth and fifth grade students are chosen based on outstanding conduct and acceptable grades.
School Climate: Extracurricular Program	Junior Beta Club	Junior Beta Club is a nationally recognized organization which promotes academic excellence among students. Qualifications include the student being worthy, moral, and ethical. He/she must also possess a good mentality and credible achievement. The club is open to 5 th graders with a GPA of 3.2 or higher. A major focus of the Junior Beta Club is service at home, school, and in the community. Our club

		travels annually to our state and national conventions and brought home state honors from several competitions.
School Climate: Extracurricular Program	Environmental Engineers	Woodland students are motivated and inspired to take care of our environment by observing the work of our school Environmental Engineers. Fourth and fifth grade students are selected by our science lab teacher to collect recycled paper that has been placed in a 'recycle bin."
School Climate: Extracurricular Program	Battle of the Books	Battle of the Books Club is a district-wide reading club offered to 4th and 5th grade students. Students must read 10 books from a pre-determined list, attend practice sessions, and compete in a quiz-bowl style tournament. Teams from each school compete against each other in a district finals competition.
School Climate: Mentors	Woodland Mentors	Coordinated through Mentor Greenville, our Woodland Mentoring Program has grown to sixty-two mentors who come one day a week to have breakfast or lunch with their mentees. All mentee are trained and have background checks and parental permission is also required for mentees. Most of our mentors are from the local business ScanSource. They also have been involved with Woodland's ADA Walk, Boosterthon, Book Fair, Basketball Games and Boy Scouts. Our mentees have shown improvement in attitudes, attendance, behavior and academic achievement. This very positive relationship will continue for some mentees as their mentor follows them to middle school.

School Club: Covey Clubs	Covey Clubs	Woodland teachers have helped our students “sharpen the saw” by providing opportunities for students to choose a club to explore new adventures. Clubs meet monthly and vary from Puzzles to Cooking to Dance and Yoga. Covey Clubs, named for Stephen Covey, have been very popular with Woodland students.
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Mission, Vision, and Beliefs

MISSION

Our Woodland Community's mission is to develop a safe, positive, student-centered environment for all students while seeking to develop productive and responsible leaders for our world.

MOTTO

Lighting the way and changing the world

VISION

WES- Where Every Leader Succeeds in Learning and Life

BELIEFS

We believe:

All students can learn and have the right to a quality education.

The purpose of the school is to create life-long learners and productive citizens and leaders.

Education is a partnership between home, school, and community.

School is a place for modeling, developing, and practicing positive

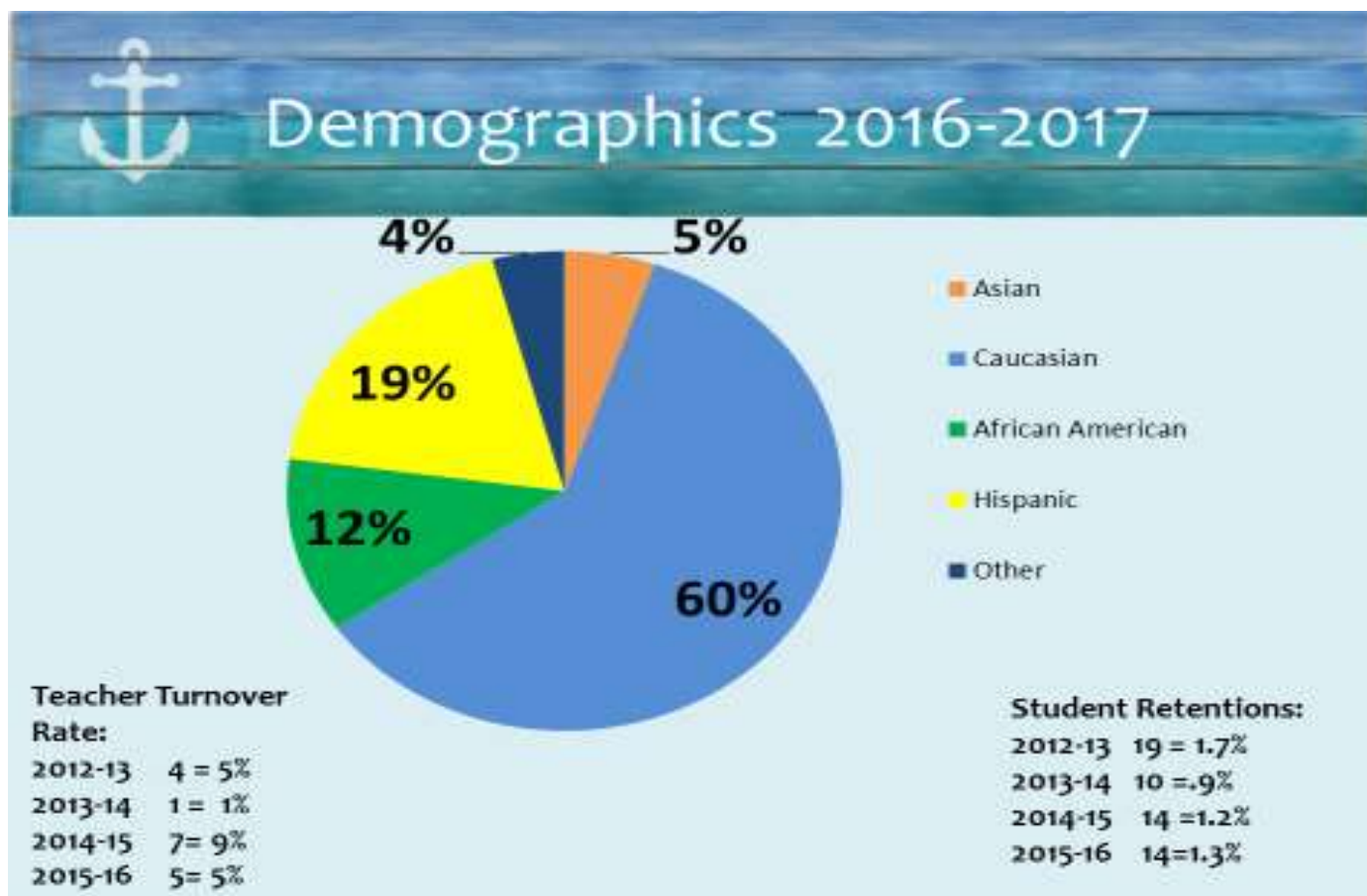
character traits.

Children can adapt to rapid technological and societal changes when learning is made relevant.

School should provide a safe, positive, and nurturing environment.

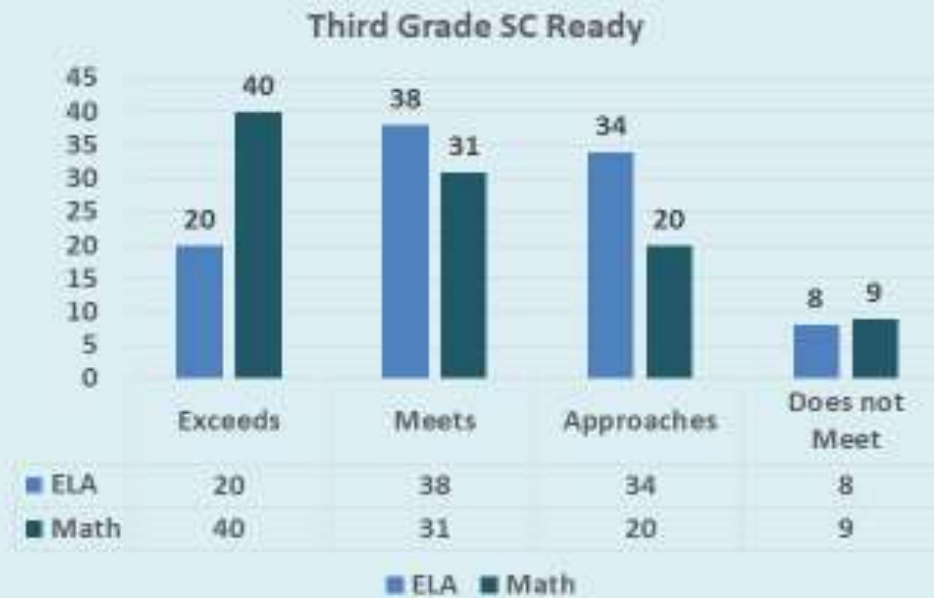
School should address diversity among students both culturally and academically.

Data Analysis and Needs Assessment



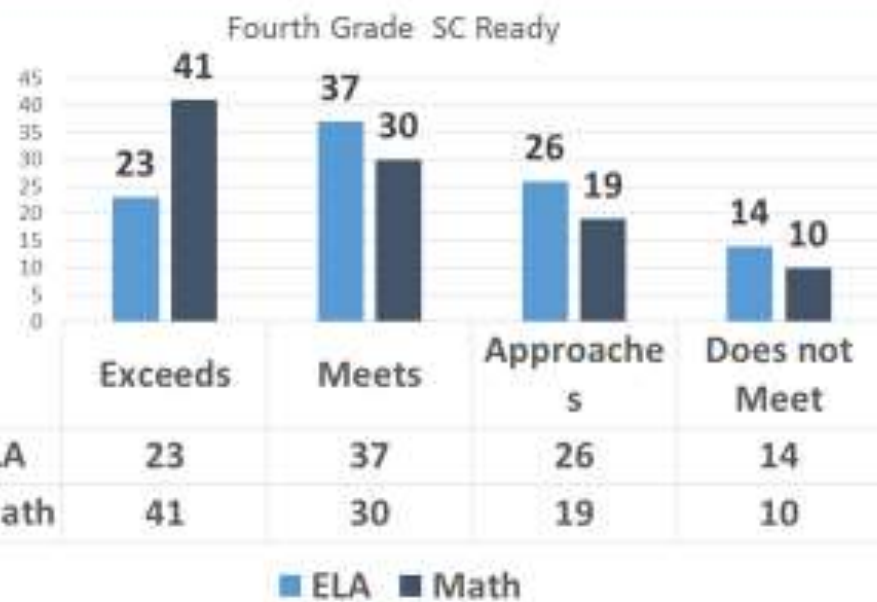


2016 SC Ready Third Grade -Woodland



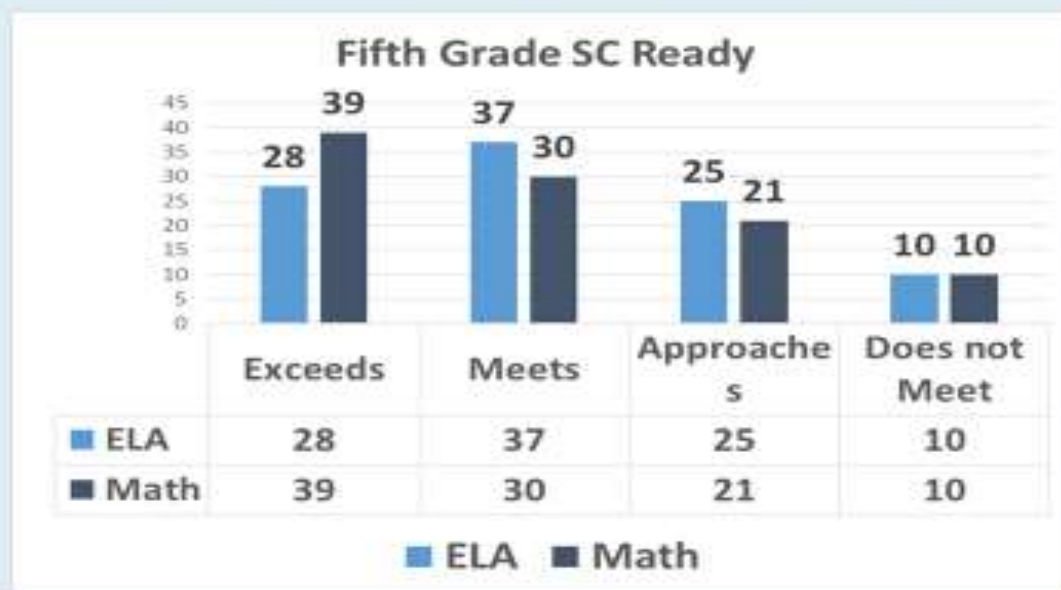


2016 SC Ready Fourth Grade -Woodland



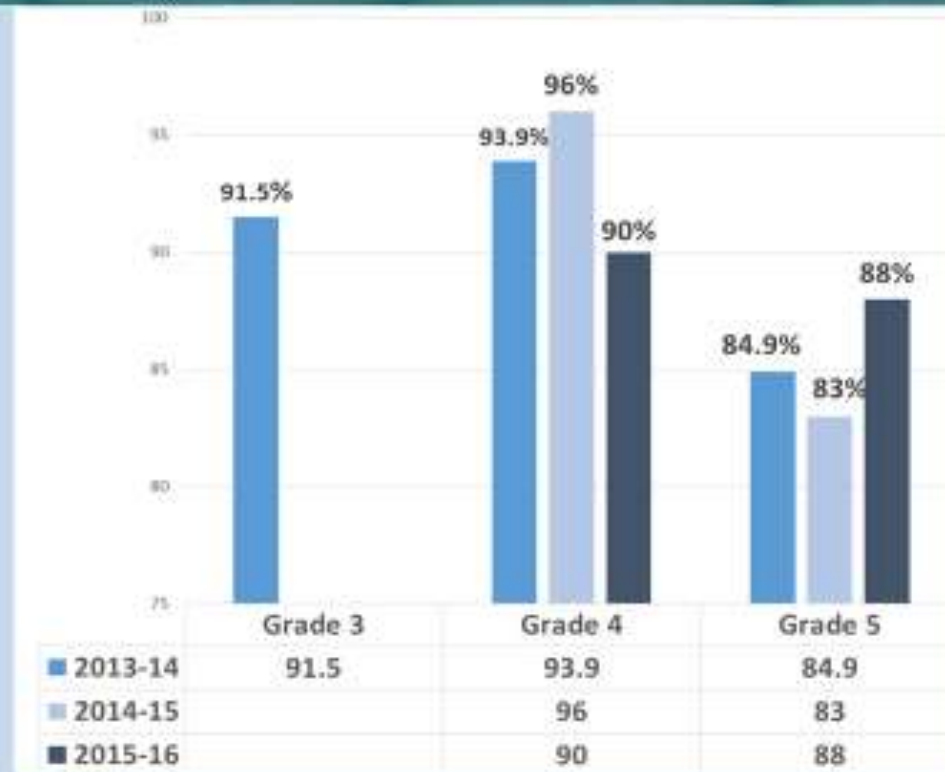


2016 SC Ready Fifth Grade -Woodland





SC PASS SOCIAL STUDIES: Students Scoring Met and Exemplary



Data Source:
DRC

SC PASS Social Studies Trends*

Social Studies School-wide	2014	2015	2016
NOT MET	9.8	10.5	10
MET & EXEMPLARY	90.1	89.5	89

Data Source: GCS Accountability and Quality Assurance Department and SC State Department of Education and DRC

*Percent scoring met and exemplary

Strengths and Challenges of Social Studies Curriculum

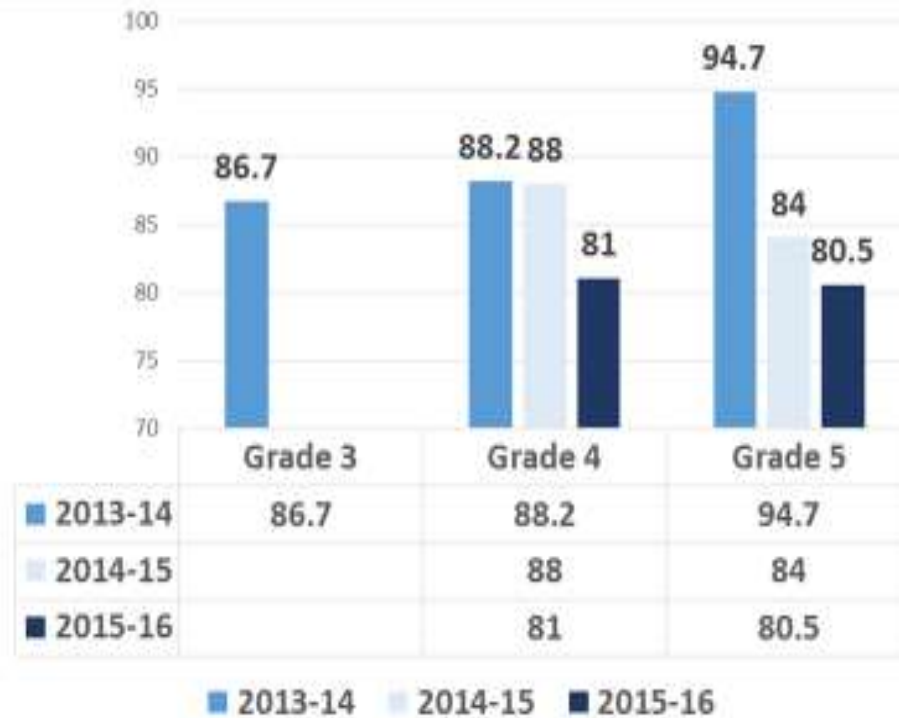
Grade		Strength		Challenge	
4 th 5 th		State Department has not released specifics		Target Groups: ESOL,EH, LD	
	Strategies for maintaining improvement: <ol style="list-style-type: none"> 1. Inclusion: students in class 2. Integration of social studies leveled readers 3. Focus on use of new social studies resources 4. Consult with District Social Studies Specialist: Teacher Training for all grade levels 				

Strengths and Challenges of Social Studies Curriculum

Grade		Strength		Challenge	
4 th 5 th		State Department has not released specifics		Target Groups: ESOL, EH, LD	
	Strategies for maintaining improvement: <ol style="list-style-type: none"> 1. Inclusion: students in class 2. Integration of social studies leveled readers 3. Focus on use of new social studies resources 4. Consult with District Social Studies Specialist: Teacher Training for all grade levels 				



SC PASS SCIENCE: Students Scoring Met and Exemplary



Data Source: GCS Accountability and Quality Assurance Department and SC State Department of Education and DRC

SC PASS Science Trends*

Science School-wide	2014	2015	2016
NOT MET	10.2	14	19
MET & EXEMPLARY	89.8	86	81

Data Source: GCS Accountability and Quality Assurance Department
and SC State Department of Education and DRC

*Percent scoring met and exemplary



Strengths and Challenges of Science Curriculum

Grade		Strength		Challenge	
4 th 5 th		State Department has not released specifics		Target Groups: ESOL,EH, LD	
Strategies for improvement: <ol style="list-style-type: none"> 1. Inclusion: students in class 2. Integration of science leveled readers 3. Focus on use of new science resources 4. Consult with District Science Specialist: Teacher Training for all grade levels 					

SC READY WRITING

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

GOAL AREA 1: Raise the academic challenge and performance of each student.

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

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

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

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

Baseline data to be established in 2015-16.

	Baseline 2015-16	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	64	67
School Actual	61		
District Projected	X		
District Actual			

SC READY READING

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

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

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

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

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

	Baseline 2015-16	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	64	67
School Actual	61		
District Projected	X		
District Actual			

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	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	73	76
School Actual	70		
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

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

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

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

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

% Tested ELA – School	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*	*		
Male	*	*		
Female	*	*		
White	*	*		
African-American	*	*		
Asian/Pacific Islander	*	*		
Hispanic	*	*		
American Indian/Alaskan	*	*		
Disabled	*	*		
Limited English Proficient	*	*		
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance		61		
All Students	*	61		
Male	*	*		
Female	*	*		
White	*	*		
African-American	*	*		
Asian/Pacific Islander	*	*		
Hispanic	*	*		
American Indian/Alaskan	*	*		
Disabled	*	*		
Limited English Proficient	*	*		
Students in Poverty	*	*		

SC SDE did not provide baseline data for 2014-15.

% Tested Math – School	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance		70		
All Students	*	*		
Male	*	*		
Female	*	*		
White	*	*		
African-American	*	*		
Asian/Pacific Islander	*	*		
Hispanic	*	*		
American Indian/Alaskan	*	*		
Disabled	*	*		
Limited English Proficient	*	*		
Students in Poverty	*	*		

SC SDE did not provide baseline data for 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance	*	70		
All Students	*	*		
Male	*	*		
Female	*	*		
White	*	*		
African-American	*	*		
Asian/Pacific Islander	*	*		
Hispanic	*	*		
American Indian/Alaskan	*	*		
Disabled	*	*		
Limited English Proficient	*	*		
Students in Poverty	*	*		

SC SDE did not provide baseline data for 2014-15.

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

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

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

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

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

	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X		84	87
School Actual	88.5	81		
District Projected	X			
District Actual	72.9			

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

SCPASS SOCIAL STUDIES

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

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

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

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

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

	Base line 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X		92	95
School Actual	91.8	89		
District Projected	X			
District Actual	81.2			

*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 of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

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

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

Fall 2014 students began taking a new form of the ITBS

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		

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Implement <i>inclusion</i> into the classrooms through the training of staff and the use of strategic and focused scheduling	April 2016- June 2018	District Trainers Staff	\$6,000	District	Schedules, Lesson plans, Observations Continue 3/2017
Continue to integrate State standards across the school curriculum	Fall 2013- Spring 2018	Administration Teachers	\$5,000	District Local Funds	Teacher lesson plans, teacher anecdotal notes, running records, formative and summative assessments, observations by coach and administrators Continue 3/2017
Continue to utilize the Rubicon Atlas for curriculum maps and standards in order to implement subject area strategies and track progress with common	Fall 2013- Spring 2018	Administration Teachers	None		Lesson Plans, Observations Continue 3/2017

assessments					
Continue the implementation of the Response to Intervention Model in Tier 2 a) ERI in K5 b) Soar Interventionist in first grade c) Soar Interventionist in second grade (when possible) Modified: eliminate b,c d) Reading Interventionist for grades 3-5th e) Literacy Coach for grades K-2 Modify for 2016-17 Grades K-5 and add ½ time 2nd grade interventionist. These teachers will be instead of SOAR interventionists.	Fall 2013-Spring 2018 August 2015-August 2018	Administrators Interventionists K5 Teachers Instructional Coach	\$4,000 \$100,000	District Kits State And District Funds	AIMSweb, MAP, PASS data; interventionist lesson plans, observations by administrative Team And District Consultant Modified 3/2017
Continue implementation of Balanced Literacy by adding small group reading instruction	Fall 2013-Spring 2016	Teachers Administrators Instructional	\$10,000	Tools for Literacy Fountas & Pinnell	Teacher lesson plans, teacher anecdotal notes, running records, formative and

(Tools by Fountas and Pinnell)		Coach Heineman Trainers		Training District Local	summative assessments, observations by coach and administrators Continue 3/2017
Continue to provide ESOL small group and specified inclusion instruction by trained teachers	Fall 2013- Spring 2018	ESOL Teachers ESOL Assistants	District Funding	District Funding	Lesson Plans Records of Students Served by the Program Progress Monitoring Continue 3/2017
Provide before school tutoring for students who are identified as being "Not Met" on the state assessments in math and reading tests or recommended by their teacher	Fall 2013- Spring 2018	Teachers	No cost	N/A	Attendance Sheets Student Attendance Records Continue 3/2017
Continue to provide teachers with access to appropriate materials,	Fall 2013- Spring 2018	Administrators	\$15,000	State Fund	Teacher lesson plans, observations by

including leveled texts, benchmarking materials, math manipulatives, and science kits to support curriculum standards		Instructional Coach Teachers		District Fund Local Funds	administrators and coach, materials requests/orders Continue 3/2017
Continue to implement district recommended programs such as (Everyday Calendar Math-omitted in 2015-16) Core Bites and Go! Math textbook adoption.	Fall 2013-Spring 2018	Administrators Teachers	Already Purchased State Money	Textbooks State Funds EDCM Local Funds	Classroom observations by administrators and coaches, teacher lesson plans Continue 3/2017
Students in first through fifth grade participate in the Reflex math facts program to promote automaticity in basic math facts.	Fall 2013-Spring 2018	Teachers, Instructional Coach	\$3800	Local Fund	Monthly Reports Continue 3/2017
Writing					
Continue to implement best practices in Writing Workshop by utilizing "6 + 1" Writing Traits, writing rubrics and writing exemplars	Fall 2013-Spring 2018 Completed 2014	Administrators Instructional Coach Teachers	No cost	N/A	Professional development meeting agendas, teacher lesson plans, observations by

Omit "6 +1" 3/2017					administrators and coach
Implement training for Units of Study for Opinion, Informational, and Narrative Writing by Lucy Caulkins	May 2016-June 2018	Kristy Jennings, District ELA Specialist	\$10,000	District EDP for teacher materials	Portal Records Sign in Observation records Continue 3/2017
Continue to use student writing portfolios	Fall 2013-Spring 2018	Teachers	To Be Determined	Local Funds	Classroom observations by administrators and coaches, teacher lesson plans Continue 3/2017
Continue implementation of Principal's Pick for "Wall of Fame " Writing	Fall 2013-Spring 2018	All Teachers, Writing Committee and Administration	\$50.00 for stickers, awards	Local Funds	Observation List of winners Continue 3/2017
Continue to use Writing Vertical Curriculum Teams to coordinate writing program, research current programs and maintain continuity of writing process across grade	Spring 2014-Spring 2018	Grade Level Representatives And Administration	\$1,000.00 For Lucy Caulkins' materials	Local Funds	Meeting Minutes, Lesson Plans

levels Modify to Shared Leadership Team: Integrated Curriculum Team 3/2017					
Increase use of "Parent Teas" in order to present more student writing	Fall 2013-Spring 2018	All Teachers and Administrators	\$200.00 for refreshments	Local Funds	Parent Sign in
Investigate providing a Kindergarten Jump Start Program for selected rising kindergarten students to attend school and take home materials to improve readiness skills Modify to provide readiness activities for parents at workshops 3/2017	2013-2014	Administrators Instructional Coach K5 Teacher K5 Assistant	\$5,000	Local Funds	Attendance Logs Parent Surveys
Science:					
Integrate literacy and writing skills into the science curriculum	Fall 2013-Spring 2018	Administrative Team, Teachers	No cost	N/A	Teacher lesson plans, classroom observation Continue 3/2017
Investigate the employment of a	Fall 2013-Spring	Administrative Team	\$20,000.	Local Funds	Position filled Discontinued

science lab instructor to work with students in grades 3-5	2018				3/ 2017
Provide funding for items needed for hands-on science experiments	Fall 2013-Spring 2018	Administrative Team	\$5,000.	Local/PTA Funds	Copy of order form Completed 3/2017
Investigate use of on-site and virtual field trips for science	Fall 2013-Spring 2018	Grade Levels	\$1,500.	Local Funds, Student Fees	Attendance forms, Schedule of visits Continue 3/2017
Increase use of informational science texts in small groups and whole class	Fall 2013-Spring 2018	Teachers	\$5,000.	District Local Funds	Inventory of books Continue 3/2017
Social Studies					
Integrate literacy and writing skills into the social studies curriculum	Fall 2013-Spring 2018	Administrative Team, Teachers	No cost	N/A	Teacher lesson plans, classroom observation Continue 3/2017
Investigate use of on-site and virtual field trips for social studies	Fall 2013-Spring 2018	Grade Levels	\$1,500.	Local Funds, Student Fees	Attendance forms, Schedule of visits Continue 3/2017
Increase use of informational social	Fall 2013-Spring	Teachers	\$5,000.	District Local	Inventory of books

studies texts in small groups and whole class	2018			Funds	Continue 3/2017
Continue to integrate the use of technology (Promethean Boards, ActivExpressions, HUE cameras, Flip cameras)	Fall 2013-Spring 2018	Administrators Instructional Coach Teachers	\$4500-New Promethean Board iPad Cart-\$17,000	Local Funds	Teacher lesson plans, observations from administrators and instructional coach Continue 3/2017
Continue building teacher technology skills by providing iPads for all teachers and providing training for teachers	2013-2014	Administration	\$30,000.00	Local Funds	Teacher lesson plans, Observations Continue 3/2017
Continue to analyze achievement data gathered from (SCPASS) SCREADY, other state assessments, MAP, ITBS and other benchmark and common assessments to identify and determine appropriate instructional strategies	Fall 2013-Spring 2018	Administrators Instructional Coaches Teachers	None		Incremental Progress Data, Professional Development Records, meeting agendas, teacher lesson plans Continue 3/2017

for improvement					
Investigate strategies to improve attendance for state testing a) parent and student awareness of importance of testing b) advance publicity about dates of testing	Fall 2013-Spring 2018	Administrators Instructional Coaches Teachers PTA Board SIC	None		Percentage of students tested Continue 3/2017

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of Woodland classroom teachers and administrators will participate in training for Balanced Literacy during 2013-2018.

ANNUAL OBJECTIVE: Woodland will conduct a series of trainings for Balanced Literacy during 2016-17 and 2017-18.

DATA SOURCE(S):

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected	x	x	100%	100%	100%	100%	100%
Actual	0	0	100%	100%	100%	100%	

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Provide year 1 training for staff in implementation of Fountas and Pinnell Guided Reading Groups	June 2013- May 2014	Heinemann Trainer Administration	\$10,000	District	Sign in Completed 2014
Utilize Fountas and Pinnell training in classrooms	June 2013- May 2018	Administration Teachers	\$5,000	Local District	Lesson Plans Observation Records Assessment Records Continue 3/2017
Provide year 2 training for staff in implementation of Fountas and Pinnell Guided Reading Groups	June 2014- May 2015	Heinemann Trainer Administration	\$5,000	District	Sign in Completed 2015
Provide year 3 training for staff in implementation of Fountas and Pinnell Guided Reading Groups	June 2015- May 2016	Heinemann Trainer Administration	\$5,000	District	Sign in Completed 2016
Provide State Standards	June	Teachers	\$1,500	Local	Sign in

training during meetings with Instructional Coach	2013-May 2014	Instructional Coach			Lesson Plans Observation Records Assessment Records Ongoing
Implement District Literacy Mentor Program	June 2016-June 2018	District trainers Instructional Coach	\$5,000	District	Portal Records Sign in Observation records Implemented year 1 3/2017
Implement training for Units of Study for Opinion, Informational, and Narrative Writing by Lucy Caulkins	May 2016-June 2018	Kristy Jennings, District ELA Specialist	\$10,000	District EDP for teacher materials	Portal Records Sign in Observation records Grades K-2 Completed; Grades 3-5 to be conducted 2017-18
Continue training for implementation of Leader in Me Process	June 2013-June 2018	Franklin -Covey Trainers	\$10,000	Business Partners EDP funds	Portal Records Sign in Observation records Ongoing 3/2017

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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.2	96.8	97.3	96.8	96.9		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

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 91.3% in 2012 to 100% 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	93	94	97	98	99.1	100
School Actual	91.3	90.8	97.1	95.0	96.1		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who are satisfied with the learning environment from 96.7% in 2012 to 97% by 2018.

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	92	94	93	96	99
School Actual	96.7	91.0	93.3	92.0	86.1		
District Projected	X	X	83.5	84.0	84.5	85.0	85.5
District Actual	83.8	82.7	81.6	83.9 (ES, MS, & HS)			

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain 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 2 percentage point(s) annually teachers who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	100	100	96	96.7	99.7
School Actual	100	98.5	98.2	94.0	93.7		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
Dist Actual	98.0	92.6	93.5	93.3			

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who indicate that their child feels safe at school from 99% in 2012 to 99% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 99 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 #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	99	99	98	100	100
School Actual	99	98	99.1	97.6	98.1	98	
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7			

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

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 97% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	98.9	99.9	97	98	99
School Actual	97	97.9	96.7	96	96		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
DistrictActual	90.9	90.2	89.2	91.3			

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase the percentage point(s) by 1% 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	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	100	97.5	100	99	100
School Actual	100	100	96.5	100	97.8		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Implement the Leader in Me process to promote leadership, responsibility and self- confidence in all students	August 2013-2018	Administrative Team, All staff	\$75,000	Business Partners, EDP	Leadership Day, Records on LIM website Ongoing 3/2017
Maintain high student attendance records a) Bulletin Board of Perfect Attendance	Fall 2013-Spring 2018	Administrators Teachers PTA	\$300	PTA Funds	School Reports State School Report Card Ongoing 3/2017
Research and identify successful strategies to improve attendance and decrease tardies for students	Fall 2013-Spring 2018	Administrators PAWS (Faculty Council)	\$300	Local	School Reports State School Report Card Ongoing 3/2017
Investigate ways of improving communication with parents in order to ensure parent and student understanding of school processes a) "Parent Friendly" interpretation of test	Fall 2013-Spring 2018	Administrators Teachers Instructional Coach	\$5,000	Local Funds	Parent Survey School Report Card Ongoing 3/2017

<p>results</p> <p>b) Ensure translations for non-English speakers through "Buddy System"</p> <p>c) Purchase of "Talk and Listen" speaker System</p> <p>d) Implement full use of electronic sign to better publicize testing dates and activities for students</p> <p>e) Investigate creation of Radio Show for parents in car line</p> <p>f) Continue school tours for prospective parents</p> <p>g) Implement school tours for new students led by student leaders</p>					
Continue to promote parent, student and staff awareness of School and	Fall 2013-Spring	Administrators Teachers	None	N/A	Parent Survey Report Card

District Safety Plan a) Continue Community Meeting with local Police Officers b) Continue to inform parents of safety changes and procedures in our building c) Review School Safety Plan and provide refresher training for Staff and students	2018				Ongoing 3/2017

Woodland Elementary School

Professional Development/ Meeting Calendar

2017-2018

Date	Topic	Responsible Party	# of points	Strategic Plan Goal #
Tuesday, Aug. 15, 2017 8:00-12:00	Welcome Back! What's New? Structures and Procedures	Admin Team	4	Goal 1,2,3
Wednesday, Aug. 9 2017	Leader In Me	Dana Pennick	8	Goal 1,2,3
Thursday, Aug. 10, 2017 8:00-4:00	District In-services as Scheduled	Varied	Varied	Goal 1,2,3
Friday, Aug. 11, 2017 8:00	Faculty Meeting			
Friday, August 11, 2017 8:30	Epi Pen Training	School Nurse	0	
Wednesday, August 16, 2017 3:10-3:45	Faculty Meeting School Processes	Administrative Team	0	
Wednesday, August 23, 2017 3:10-4:00	Faculty Meeting School Processes (continued)	Administrative Team	0	
Wednesday, August 30, 2016 3:10-4:00	Faculty Meeting Administration of MAP Test	Administrative Team; Louise Gillespie	0	
Wednesday,	Faculty Meeting	Administrative Team	0	

September 6, 2017 3:10-3:45				
Wednesday, September 13, 2017 3:15	Teacher of the Year Reception		0	
Wednesday, September 20, 2017 3:10-3:45	Shared Leadership Teams	Team Facilitators	0	Goal 1,2
Thursday, September 27, 2017 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Wednesday, October 11, 2017 3:00-3:45	Shared Leadership Teams	Team Facilitators	0	Goal 1,2
Friday, October 13, 2017	Exchange Day			
Wednesday, October 18, 2017 3:00-3:45	Update on Rubicon Atlas and Leader in Me	Louise Gillespie, Lighthouse Committee	1	Goal 1,2,3
Thursday, October 19, 2017 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Wednesday, November 1, 2017 3:00-4:00	Faculty Meeting:	Administrative Team	1	Goal 1,2,4
Wednesday, November 8, 2017 3:00-3:45	Faculty Meeting	Administrative Team	0	

Wednesday, November 15, 2017 3:00-4:00	Faculty Meeting	Admin Team	0	Goal 1
Wednesday, Nov. 29, 2017 3:10-3:45	Faculty Meeting	Administrative Team	0	
Wednesday, Dec. 6, 2017 3:10-3:45	Vertical Curriculum Team Meetings	Team Chairpersons	0	Goal 1,2
Wednesday, Dec.13, 2017 3:10-3:45	Faculty Christmas	Administrative Team	0	
Wednesday, January 3, 2018 8:00-3:00	Faculty Meeting			
Wednesday, January 10, 2018 3:10-3:45	Faculty Meeting	Administrative Team	0	
Wednesday, January 17, 2018 3:10-3:45	Shared Leadership Teams	Team Facilitators	0	Goal 1,2
Thursday, January 25, 2018 Grade Levels	Curriculum Update	Louise Gillespie	1	Goal 1,2
Wednesday, January 31, 2018 3:10-3:45	Shared Leadership Teams	Team Facilitators	0	Goal 1,2
Wednesday, Feb. 7, 2018 3:10-3:45	Boosterthon Teacher Kick-Off	PTA	0	
Thursday, February 8, 2018 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Wednesday,	Faculty Meeting	Administrative Team	0	

February 14, 2018 3:10-3:45				
Wednesday, February 21, 2018 3:10-3:45	Shared Leadership Teams	Team Facilitators	0	Goal 1,2
Thursday, February 22, 2018 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Wednesday, March 7, 2018 3:10-3:45	Faculty Meeting	Administrative Team		Goal 1,3
Wednesday, March 14, 2018 3:00-3:45	Shared Leadership Teams	Team Facilitators		Goal 1,2
Wednesday, March 21 2018 3:10-3:45	Faculty Meeting	Administrative Team		
Wednesday, April 4, 2018 3:10-3:45	Faculty Meeting	Administrative Team		
Wednesday, April 18, 2018 3:10-3:45	Faculty Meeting	Administrative Team		
Wednesday, April 25, 2018 3:10-3:45	Shared Leadership Teams	Team Facilitators		Goal 1,2
Wednesday, May 2, 2018 3:10-3:45	Faculty Meeting	Administrative Team		
Wednesday, May 19, 2018 3:10-3:45	Shared Leadership Teams	Team Facilitators		Goal 1,2
Thursday,	Shared Leadership	Team Facilitators		Goal 1,2

May 16, 2018	Teams			
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Woodland Elementary School

Professional Development/ Meeting Calendar

2016-2017

Date	Topic	Responsible Party	# of points	Strategic Plan Goal #
Tuesday, Aug. 2, 2016 9:00-11:00	Leader in Me New to Woodland Staff	Lighthouse Team: Gillespie, Rouse, All, Kirtan, Odom	2	Goal 1,2,3
Monday, Aug. 8, 2016 1:00	New to Woodland Staff	Mote and Gillespie	0	Goal 1,2,3
Wednesday, Aug. 10, 2016 11:00-12:00	Google Docs	Lisa Allred	1	Goal 1,2,3
Thursday, Aug. 11, 2016 8:00-4:00	District In-services as Scheduled	Varied	Varied	Goal 1,2,3
Monday, Aug. 15, 2016 8:00	Grade Level Chairs Meeting	Administrative Team	0	
Tuesday, August 23 3:00-4:00	Website Training	Pam Hill	1	Goal 1,2,3
Wednesday, August 17, 2016 8:00-11:15 11:15-2:15	Writing In-service (Lucy Caulkins) Grades K5-2	Kristy Jennings	3	Goal 1,2,3
Wednesday, August 31, 2016	Faculty Meeting Administration of MAP	Administrative Team;	0	Goal 2,3

3:10-4:00	Test	Chris Phillips		
Wednesday, September 7, 2016 3:10-3:45	Faculty Meeting	Administrative Team	0	Goal 1,2,3
Wednesday, September 14, 2016 3:15	Teacher of the Year Reception		0	
Thursday, September 15, 2016 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Wednesday, September 21, 2016 3:10-3:45	7 by 7- LIM Shared Leadership Teams	Team Facilitators	0	Goal 1,2,3
Thursday, September 29, 2016 Grade Levels	Leader in Me Coaching Day Goal Setting: School, Class, Individual	Dana Penick	0	Goal 1,2,3
Wednesday, Oct. 5, 2016 3:10-4:10	Faculty Meeting PD: Web of Knowledge 7 by 7 LIM	Administrative Team		Goal 1,2,3
Thursday, October 13, 2016 8:00-4:00	Parent Conferences			Goal 1,2,3
Wednesday, October 19, 2016 3:00-3:45	7 by 7 LIM Shared Leadership Teams	Team Facilitators	0	Goal 1,2
Thursday, October 20, 2016 8:00-4:00	Incremental Progress	Admin. Team		Goal 1,2,3
Wednesday, November 2, 2016	Faculty Meeting PD: SAMR	Administrative Team	0	Goal 1,2,3

3:00-3:45	7 by 7 LIM			
Wednesday, November 16, 2016 3:00-4:00	7 by 7 LIM Shared Leadership	Team Facilitators	0	Goal 1
Thursday, Nov. 17, 2016 Grade Level Meetings	Incremental Progress Curriculum Update	Admin. Team		Goal 1,2,3
Monday, Dec. 5, 2016 8:00-11:15 11:15-2:15	Writing In-service (Lucy Caulkins) Grades K5-2	Kristy Jennings	3	Goal 1,2,3
Wednesday, Dec. 7, 2016 3:10-3:45	Faculty Meeting PD: Writing Rubrics 7 by 7	Admin Team	0	Goal 1,2
Wednesday, Dec.14, 2016 3:10-4:30	Faculty Christmas Party	Collaboration Team		
Wednesday, January 4, 2017 3:10-4:00	Faculty Meeting 7 by 7 LIM PD: All Things Google	Admin Team		Goal 1,2,3
Wednesday, January 18, 2016 3:10-4:00	7 by 7 LIM Shared Leadership	Team Facilitators	0	Goal 1
Thursday, Jan.19, 2017 Grade levels	Incremental Progress , Mid Year Conferences	Admin. Team		Goal 1,2,3
Wednesday, February 8, 2017 3:10-3:45	Faculty Meeting 7 by 7 LIM Discovery Ed	Administrative Team	0	Goal 1,2,3
Thursday, February 9, 2017 Grade Levels	Incremental Progress Data Meetings	Administrative Team	0	Goal 1,2
Wednesday,	Writing In-service	Kristy Jennings	3	Goal 1,2,3

Feb. 16, 2016 8:00-11:15 11:15-2:15	(Lucy Caulkins) Grades K5-2			
Wednesday, February 22, 2017 3:10-3:45	Leader in Me Reflection & Survey	Team Facilitators	0	Goal 1,2
Wednesday, March 8, 2017 3:10-4:00	Faculty Meeting: 7 by 7 LIM	Administrative Team		Goal 1
Wednesday, March 22, 2017 3:10-4:00	7 by 7 LIM Shared Leadership Teams	Team Facilitators		Goal 1,2
Thursday, March 30, 2017 Grade Level Meetings	Incremental Progress Data Meetings Curriculum update	Administrative Team		Goal 1,2,3
Wednesday, April 19, 2017 3:10-4:00	7 by 7 LIM Faculty Meeting	Administrative Team		
Wednesday, April 26, 2017 3:10-3:45	Shared Leadership Teams	Team Facilitators		Goal 1,2
Wednesday, May 3, 2017 3:10-4:00	Faculty Meeting	Administrative Team		
Wednesday, May 17, 2017 3:10-4:00	Shared Leadership Teams	Team Facilitators		Goal 1,2
Thursday, May 18, 2017 Grade Level Meetings	Incremental Progress			Goal 1,2

Appendix

2015-16 School Report Card

<http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?d=2301&s=099&t=E&y=2016>