Ellen Woodside Elementary

Shawn McCain -Principal

Greenville County School District

Burke Royster – Superintendent

Scope of Action Plan (2018-19 through 2022-23)

SCHOOL NAME: Ellen Woodside Elementary

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 *(one year)*

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster	*[signature]*	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Shawn McCain	*[signature]*	3/7/22
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek	*[signature]*	April 26, 2022
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Lisa Brashier	*[signature]*	3/8/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Leah Sullivan	*[signature]*	3/7/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 9122 Augusta Road Pelzer, SC 29669

SCHOOL TELEPHONE: (864) 355-4900

PRINCIPAL E-MAIL ADDRESS: smccain@greenville.k12.sc.us

Stakeholder Involvement

Position   Name

1.   Principal ……………………………………………………………..Shawn McCain

2.   Teacher …………………………………………………………...Sarah Duerk

3.   Parent/Guardian ………………………………………………..Megan Fowler

4.   Community Member…………………………………………………Mike Morris

5.   Paraprofessional ………………………………………………..Sherri Andreoff

6.   School Improvement Council Member ……………………………...Lisa Brashier

7.   Read to Succeed Reading Coach…………………………………..Colleen Levy

8.   School Read To Succeed Literacy Leadership Team Lead ……………Leah Sullivan

9.   School Read To Succeed Literacy Leadership Team Member …………Olivia Reynolds

10.   School Resource Officer………………………………………….Andrew Grazioso

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the School Literacy Leadership Team for Read to Succeed

SC SDE Assurances

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
[S.C. Code Ann §59-139-10 *et seq*. (Supp. 2004)]

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

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

__√___   Parent Involvement
The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

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

__√___   Technology
The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

__√___   Innovation
The district funds innovative activities to improve student learning and accelerate the performance of all students.

__√___   Collaboration
The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

__√__ Developmental Screening

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

__√__ Half-Day Child Development

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

__√__ Developmentally Appropriate Curriculum for PreK–3

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

__√__ Parenting and Family Literacy

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

__√__ Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

__√__ Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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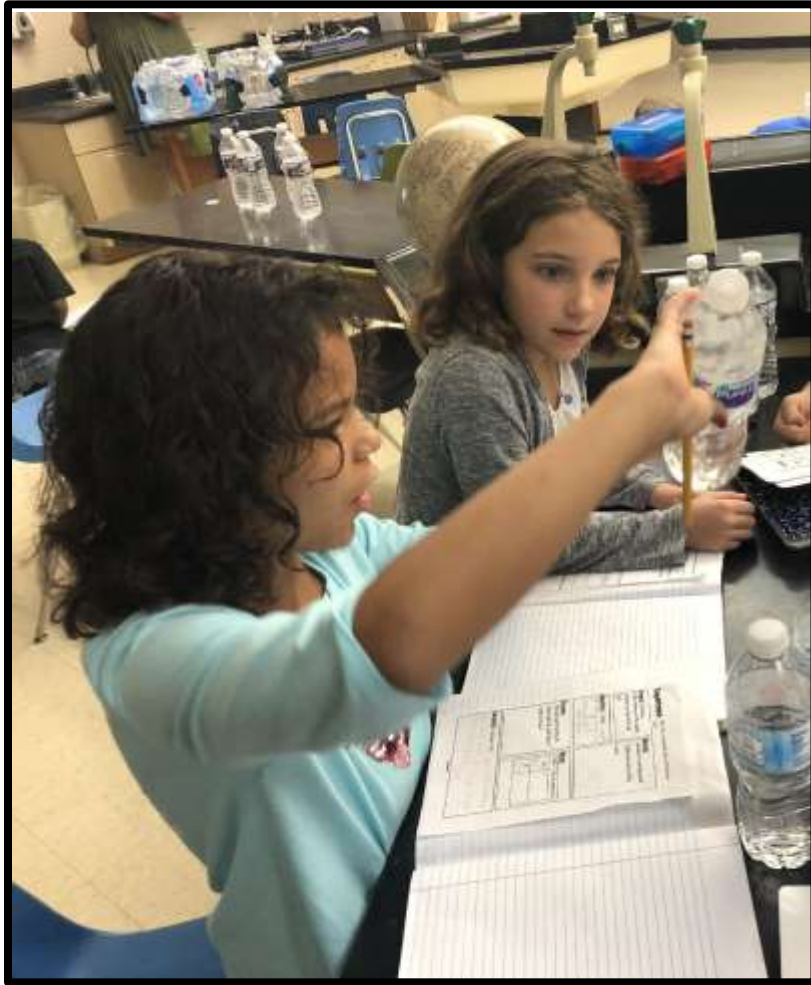
Introduction

This section includes:

Summary of Self Study Process

Stakeholder Involvement

The Ellen Woodside Elementary School Portfolio

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

The South Carolina Department of Education was granted a waiver in July 2012. This granted a waiver from several accountability requirements of the Elementary and Secondary Education Act (ESEA). The waiver allows SC schools to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place. This allows the state to determine if each school met the target or made progress toward the target. The analysis results in a letter grade for the school instead of a pass/fail rating. Ellen Woodside received a 76.4% (C) on the 2014 State Report Card. As defined by the State Report Card, a C rating can be defined as "performance meets the state's expectations". This rating is based on average number of students performing reaching the target set by the state on the Palmetto Assessment of State Standards (PASS) test. Ellen Woodside scored an Absolute Rating of Average and a Growth Rating of Average. In accordance with state law, the school did not receive a grade for the 2015 school year. In 2016, the school received an Average rating. For the 2017 school year schools did not receive a rating. During the fall of 2018, all schools in South Carolina were rated using a single accountability system. Ellen Woodside received a score of 52, which equals an Average rating. For 2019, Ellen Woodside increased to a score of 59, which equals a Good rating. In both 2019 and 2020, schools were not rated due to the COVID-19 pandemic. The school will monitor SC Ready and SC PASS data, as well as FastBridge and data collected from TE 21 benchmarks. SC PASS and SC Ready data will be used in the portfolio as well as for school, teacher, and student goals. SC Ready and SC PASS will be taken in May. Students in Kindergarten through second grades will be assessed using FastBridge three times a year.

Second through fifth grade students will be assessed in ELA and math three times a year using the TE 21 Benchmark through Mastery Connect to monitor students meeting standard expectations. Strategic plan goals will be based on SC Ready and SC PASS results and trends for growth in previous school years. All students are benchmarked two times throughout the school year and placed into small guided reading groups for more direct instruction in reading. Students scoring below grade level on the fall benchmark are also formally benchmarked in the winter. Students are continuously assessed in every classroom to monitor growth through common assessments, student/teacher conferring, and reading running records. The categories used in this portfolio are based upon the Greenville County Schools' Strategic Plan. A committee of individuals representing diverse perspectives across the school system and community were involved in writing the plan. Our school is invested in using this plan to continuously improve student performance. The categories outlined in the portfolio are as follows:

- Executive Summary
- School Profile
- Mission, Vision, and Beliefs
- Data Analysis and Needs Assessment
- Action Plan

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

systematic monitoring of progress. It shows how all of the parts fit together to make our school a positive place for our students.

Leadership Structure

Mr. Shawn McCain served his forth year as Principal of Ellen Woodside during the 2021-2022 school year. Mr. McCain has prior experience as an Assistant Principal in Greenville County. He also served as a physical education teacher at the elementary and secondary levels and as an Assistant Principal in the district. His leadership allows for more staff input in the decision-making process through Vertical Teams and Faculty Advisory Council. All stakeholders recognize that we need greater staff buy-in if decisions were to lead to substantial school improvement. The leadership team also feels a strength of our structure includes a common planning time for grade levels and the involvement of the Instructional Coach and Literacy Specialist within the planning and organization of professional development. Mr. McCain uses information and input from the faculty to guide his leadership decisions as he serves in his role as principal.

Faculty Council

Each grade level has a chairperson who serves on the school Faculty Council. These staff members serve for two years on the council. The council meets monthly, with the school leadership team to discuss school events, school data, and other concerns as needed.

2020-2021 Faculty Council Members	
Kindergarten	Sarah Duerk
1st Grade	Olivia Reynolds
2nd Grade	Hannah Stone
3rd Grade	Brianna Lockaby
4th Grade	Brandy West
5th Grade	Mary DeSantis
Related Arts	Matt Tarr

SPED	Katy Snyder
Instructional Support	Leah Sullivan, Colleen Levy
Administration	Shawn McCain, Nathan Deese

Meeting Times for Staff

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

Roles and Responsibilities

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

Grade Level Teams

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

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

- The Instructional Coach and Literacy Specialist will be assigned to support grade level teams through professional development and coaching cycles.

Multi-Grade Level Action Teams

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

- Improve instruction and student achievement results school-wide.
- Guide, enforce, and reinforce the school plan.
- Members attend district meetings and report information back to the staff in each content area.
- Ensure the implementation of standards and the vision within and across the grade levels.
- Monitor student progress and address concerns.
- Be a resource for the implementation of standards and district curriculum.
- Review data and plan for improvement.
- Disseminate content information from the district, state, and federal government.
- Troubleshoot the concerns of teams.

"Staff as a Whole" Meetings

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

- Collaborate with peers regarding professional development literature.
- Share best practices.
- Ensure clear communication throughout the school.
- Participate in professional development based on student needs.
- Review data (student learning, questionnaires, demographics, school process, and student learning style preferences).
- Review student work.
- Share research and brainstorm best practices as related to differentiated instruction.

Executive Summary

This Section Includes:

Needs Assessment

Student Achievement

Teacher and Administrator Quality

Assessment for School Climate

School Challenges

Accomplishments and Results

Executive Summary

Needs Assessment

Student Achievement

Based on 2019 SCReady results, students at Ellen Woodside fell below the district percentage of students in the meets and exceeds expectations category in ELA by 5%. This is down from a gap of 6% the previous year. As a school, the male population in the meets and exceeds category was 47%, while the female population scored 58%. When looking at ethnicity, 55% of white students scored meets or exceeds while 44% of African American and 48% of other races scored in those categories. In 2021, we saw a decrease in student achievement. Our students did not receive direct face-to-face instruction from March 2020-June 2020. For the 20-21 school year, our school had 300 students out of 760 attend virtual school. All but 40 of these students have returned to brick and mortar during the 21-22 school year. The 2021 SCReady results show a decrease from 53% to 46% of students scoring meets/exceeds in ELA. The 2021 results are 6% below the district average in ELA.
To help raise achievement, teachers are meeting in reading small groups for remediation each morning. These groups are differentiated for students to ensure appropriate instruction. The Instructional Leadership Team also worked to identify students who would benefit from extra support before or after school. The school implemented the Schools Out Academic Remediation (SOAR) program to target specific areas of need in reading. Twenty six students were served in the SOAR program for reading, during the 21-22 school year.

The implementation of Balanced Literacy will aid in raising test scores for this population, as well as individual student action plans in reading. Students will be taught reading and writing in small, flexible groups based on their reading and writing abilities. Teachers will conference with individual students weekly, and students will read text independently on their level to increase reading fluency and comprehension. In addition to providing a balanced approach, teachers will collect individual student data in reading to set goals with students. Struggling readers will have a written action plan created by the teacher where planned intervention strategies will be implemented

in the classroom. Teachers will conference with students regularly during reading workshop to collect data. Students with IEPs will be served in both an inclusion and resource setting depending on student IEP goals and needs.

For math, 2019 SC Ready results showed 63% of students scoring in the meets and exceeds categories. This is equal to the district average. Of the female population, 60% scored meets and exceeds while 63% of males scored in those categories. When comparing performance in math by ethnicity in the meets and exceeds categories, 65% of white, 53% of African American, and other races 62% scored in those categories. In 2021, the percentage of students scoring in the meets/exceeds categories fell from 63% to 49%. The school moved from meeting the district average to falling 4% below the district average in 2021.

To increase student achievement in the area of math, students were identified for the SOAR program to attend small remediation groups in the morning or afternoon. Thirty-six students attended these groups for 18 weeks. In addition, an online, leveled math program, Moby Max is being used in all grade levels to to differentiate math instruction and provide data to teachers to guide instruction.. Teachers will also meet with small math groups to provided individualized math instruction in the classroom. Common Assessments will be used to track student achievement in the area of math throughout the school year. Mastery Connect will be used to track student mastery of math standards. This will allow teachers to plan instruction based on student needs in the classroom. Students in grades one through five will also complete a spiral math review each week to retain information learned throughout the year.

In regard to science, the percentage of students scoring "Met" and "Exemplary" on the 2019 SCPASS test was 65%. This is above to the district average by 1%, but 13% percentage points higher than the state average. In 2021, students scoring in the meets/exceeds categories was 53%. This was four percentage points lower than the district. As a school, we will continue to work on science in order to provide rigorous instruction for our students to meet the standards. Teachers will continue to implement interactive notebooks. Teachers in 3rd-5th grades will be required to provide hands-on science instruction in their classrooms. The Instructional Coach will support teachers in planning science lessons that include engineering practices and provide students the opportunity for inquiry and problem solving. Students will continue to visit the S.T.E.A.M. lab weekly to focus on engineering practices in all grade levels.

In the area of Social Studies, 80% of students scored in the "Met" and "Exemplary" categories. This is equal to the district actual, but 10% higher than the state actual. In comparison to 2018 scores, social studies increased by 9%. Students did not test in social studies for the 2021 school year. The instructional coach and literacy specialist will continue to work with grade level teams to plan rigorous social studies lessons that are integrated with reading and writing. This will offer more exposure to the social studies content throughout the school year. The focus for integration will be placed on Interactive Read-Alouds.

Teacher and Administrator Quality

According to the 2021 school report card, seventy-five percent of teachers were continuing contract, which is down from 76% the previous year. The number of teachers returning to the school from the previous year was 68%. This percentage decreased from 89.5% because of teachers being moved to the district's virtual school program. The three year average percentage of teachers returning from the previous year is 83.4%. The teacher attendance rate was 95.7% for the 2021 school year.

The principal has been in education for 22 years and has served as the principal of the school for four years, with previous experience as an Assistant Principal. The Assistant Principal served his sixth year at the school, and was an Administrative Assistant before coming to the school. The Instructional Coach served her tenth year in the coaching position at the school with a total of 18 years in education.

School Climate

Teacher, student, and parent satisfaction of the instructional program, school safety, and school-home relations was somewhat different in each category. Of the surveys returned during the 2020-2021 school year, the lowest area was satisfaction with the learning environment. The data showed that 76% of parents were satisfied in this category while teachers reported 85% satisfaction in this area. The highest area reported for parents was satisfaction with social and physical environment with 83% of all parties satisfied. Teachers reported 100% satisfaction with social and physical environment at the school. For students, the highest level of satisfaction was 93% in the area of social and physical environment. The lowest area for students was satisfaction with school and home relations at 83%.

Significant Challenges the Past Three Years:

The biggest challenge for our school in the past three years has been providing a normal school experience during a pandemic. With the transition to all virtual learning in the spring of 2019, due to COVID-19, it was very difficult to continue the same quality of instruction given in the brick and mortar setting. Both teachers and students were faced with many challenges during this time. During the 2020-2021 school year, only 502 of the school's 227 students returned to brick and mortar. Students were given the opportunity to receive virtual instruction. Our school lost 9 teachers to the virtual setting, as well. Many students were absent due to COVID restrictions. This created a problem with having consistent instruction for all students. Students learning in the virtual setting were often absent and relied heavily on daily parent engagement to be successful in their learning. As we moved into the 2021-2022 school year, most students returned to brick and mortar instruction. Our school has 40 students in the virtual program at this time. Eight teachers returned to our school from virtual school also. The challenge during the 21-22 school year has been to close gaps for our students who have been in and out of school for the past two school years. Well into the middle of the school year, many students were still missing weeks of instruction due to being quarantined. These absences from instruction will continue to cause gaps for many years to come.

In response to these challenges, our school teamed up with our district's academic specialists to determine next steps in instruction for our school. The district specialists provided support through providing professional development to teachers based on the biggest areas of need. All grade level teachers have worked on providing a more student-centered environment in their classrooms through the use of academic discourse in all subject areas. Teachers have received specific professional development around academic discourse and student engagement. After the first quarter benchmarks given in reading and math, it was determined that third and fifth grade students were the lowest overall in

reading. Our third grade and fifth grade teachers received detailed professional development in the planning and implementation of reading mini lessons and Interactive Read-Aloud to build reading fluency and comprehension skills. Fifth grade teachers also participated in unit planning with the math academic specialist to improve achievement in math.

Accomplishments:

- Palmetto Silver Award
- United Way Campaign Award of Excellence
- Safe Kids School Award
- Michelin Challenge Education School
- Baldrige School of Excellence
- District Energy Saver Award
- Mentor Greenville
- Battle of the Books District Winner
- InTirenational Project People's Choice Award Winner
- Bosch B3ST Grant

School Profile

This section includes:

Description of School Community

School Personal Data

Student Population Data

Academics

Ellen Woodside Elementary School

Ellen Woodside Elementary, located on Highway 25 in the southeastern section of Greenville County, currently 836 (March 8, 2022) students attend face-to-face brick and mortar and 45 students are part of the virtual school students in grades 4K through fifth grade. Ellen Woodside Elementary is one of 53 elementary schools in the Greenville County School District. It is located in southern Greenville County. The school facility sits on a 16 acre lot. The area of the school building is approximately 95,000 square feet. To appreciate the rich heritage of Ellen Woodside Elementary, one must consider the many people who have touched the soul of our long lasting institution. People are the heart of Ellen Woodside and so, the people of our community, make up the important history of our school.

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

The Southern Connector provides easy access to surrounding cities. The addition of restaurants, gas stations, and retail stores has created more job opportunities for members of our immediate community. Due to many new housing developments in our zoned area, our school has grown by 100 students since 2020.

The community offers potential resources and strengths. Educational opportunities available in the area include the Brashier Campus of Greenville Technical College. The University Center, also located in the area, allows students to obtain a variety of degrees from several large universities throughout South Carolina.

Ellen Woodside Elementary Staff

Our present staff consists of a principal, an assistant principal, one instructional coach, one literacy specialist, one school counselor, a school nurse, a media specialist, 35 classroom teachers, one ED self-contained intermediate resource teacher, one ED self-contained primary resource teacher, two full-time resource teachers, one part time resource teacher, two full-time reading interventionists, three part time reading interventionists, one full-time speech therapist, a part-time Challenge teacher, three full-time related arts teachers (art, music, physical education), three traveling related arts teachers (at EWE once a week), a full-time media clerk, a full-time TEAM Lab instructor, one part-time STEAM Lab instructor, and one part-time ESOL teacher. One secretary, one part-time clerk, and one full-time clerk keep our office running smoothly. Our support staff includes ten paraprofessionals (kindergarten and ED/SC). Our cafeteria employs ten full-time workers. A custodial team of five members keeps our school operating in a clean and safe manner. Piedmont Mental Health has a part time office at Ellen Woodside to help assist families and students with their needs. Ellen Woodside also runs an Extended Day program, which includes five employees.

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

Of the faculty, 83% are continuing contract teachers. Sixteen teachers have been at Ellen Woodside for 10 or more years. Teacher attendance rate for the 2020-2021 school year was 95.7%.

Of the teaching staff, 61% have obtained advanced degrees. All of our teachers are considered "Highly Qualified" as defined by the state. Teachers are working in the summer and after school hours to receive professional development outside of the school day. The district offers many courses through Summer Academy and the Upstate Technology Conference to help develop teachers in instructional best practices, behavior, and technology. Seven of our teachers have receive Orton-Gillingham training in the past two years.

Student Population

There are 881 students currently enrolled in Ellen Woodside Elementary School (832 brick and mortar and 45 virtual). The number of students in each grade level has increased in the past three years. In response, new teaching positions have been added to all grade levels. Teacher to student ratios are shown in the chart below:

Grade Level	Number of Teachers	Students : Teacher
K4	1 Teacher 1 Paraprofessional	23:1
K5	5 Teachers 5 Paraprofessionals	27:1
1st Grade	7 Teachers	18:1
2nd Grade	6 Teachers	24:1
3rd Grade	6 Teachers	19:1
4th Grade	5 Teachers	25:1
5th Grade	5 Teachers	27:1

At Ellen Woodside, Caucasian students make up 62% of the population, African Americans make up 20% percent, and other ethnic backgrounds (including Hispanics, American Indians, Asian, and two or more races) make up 18% of the school population (brick and mortar). The ratio between Caucasians and African-Americans had remained relatively constant over the years. The Hispanic population at Ellen Woodside continues to increase.

Enrollment Over- Time

In Person and Virtual Enrollment

In Person   Virtual

Number of Students

	2018-2019	2019-2020	2020-2021	2021-2022
In Person	704	724	502	832
Virtual			223	45
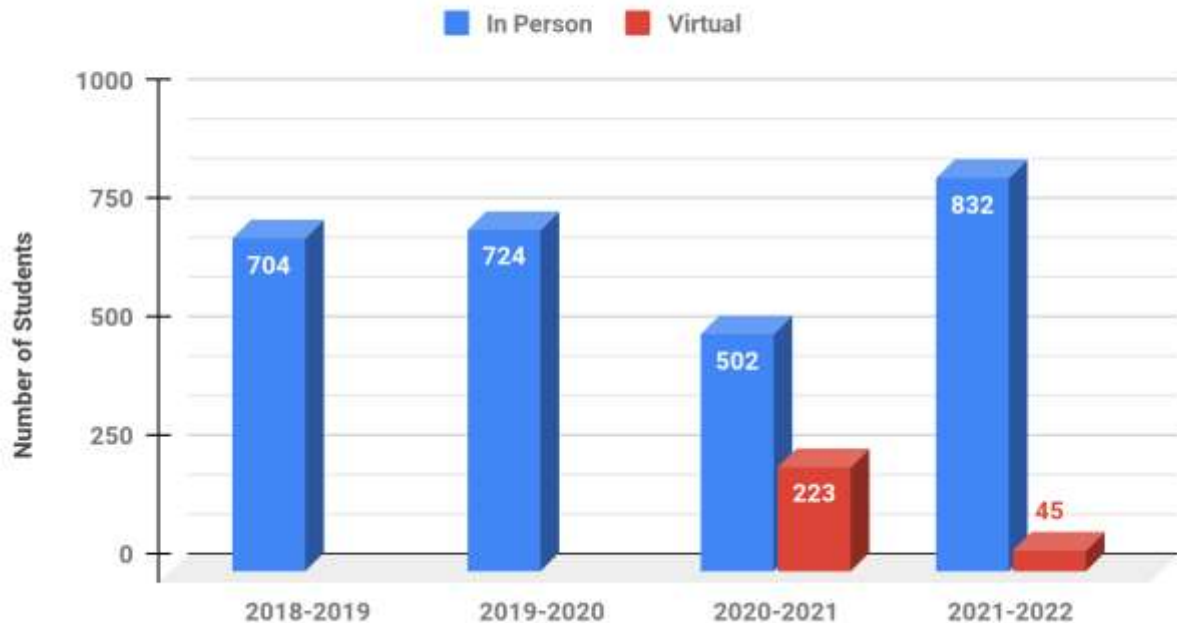
Over the past four school years, our population has changed as shown in the bar graph above. During the 2021-2022 school year, Due to the development of new neighborhoods in the community, we have experienced a large increase in students this school year. Due to the location of the school, many families who are zoned for Ellen Woodside are closer to other Greenville County schools. This impacts our school population because many families receive special permission to attend a closer school. However, as those schools are at capacity, we are receiving more students from suburban areas than in years past resulting in a population increase.

Many of the students at Ellen Woodside Elementary come from lower income working class families. Our pupils in poverty percentage is 70% of the student body, while in the 2020-2021 school year, the percentage was 68%. Our PIP status has remained fairly consistent over time. The poverty index for Ellen Woodside is 67.45%, according to the SC Department of Education website.

PIP Percentage Over-Time
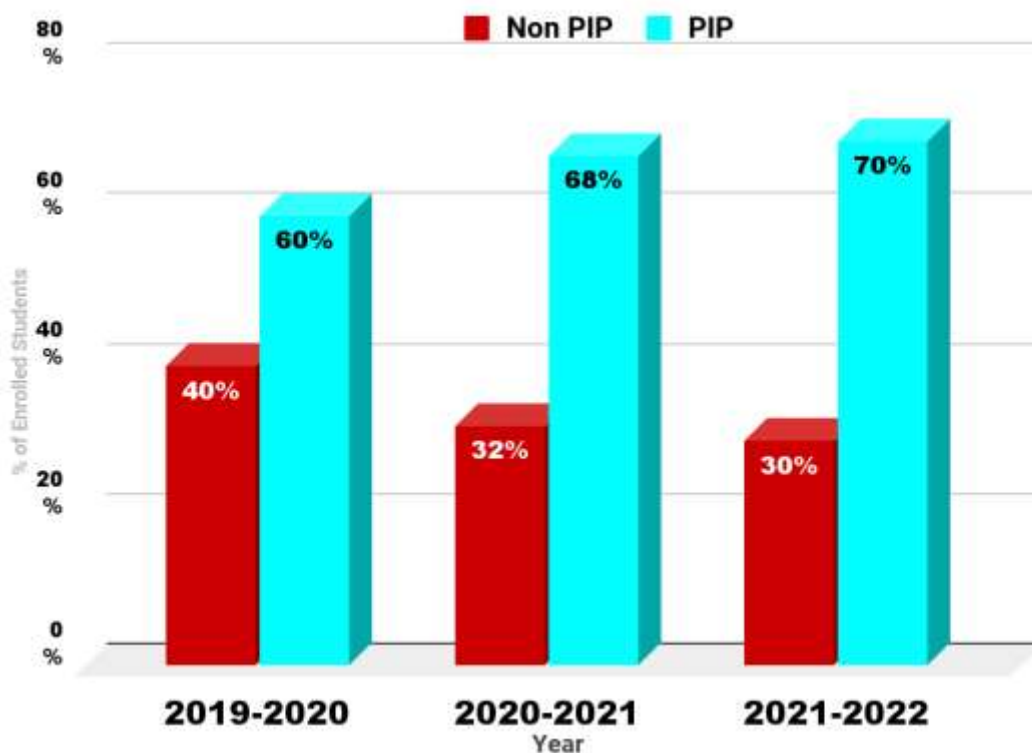
Student Services

Currently, Ellen Woodside has 36 students enrolled in the district Challenge program. Challenge is for students in third through fifth grades. Standardized test scores and national-normed tests are used to determine acceptance into this program.

The percentage of our students with disabilities other than speech is 15%. These disabilities include learning disabled, other health impairments, autism, emotionally disabled, and developmental delays. Services are provided through inclusion and pull out programs for resource students. There is one intermediate and one primary self-contained classroom for emotionally disabled students.

Ellen Woodside Elementary Student Services (2021-2022)

Speech/Language SPED	**36**
Speech/Language RegED	**22**
Specific learning disabled	**46**
Other health impairment	**9**
Multiple disabilities	**1**
Emotionally disabled	**2**
Developmentally delayed	**16**
Autism	**8**
Hearing Impaired	**2**
MLL	**53**
504	**9**
Challenge	**36**

Attendance Rate:

Our student attendance rate for 2020-2021 was 94%. This was down from 96% the previous

school year. The lower attendance rate can be attributed to COVID-19 quarantine requirements. The

attendance rate for 2020-2021, was 94%. The school is above the district average of 92%. Attendance

conferences are held with parents and students who have excessive absences and tardies. The phone

notification system is used to contact parents of students who are absent from school or tardy.

Truancy referrals are completed for students that have five total unexcused absences or three

consecutive absences. The Principal, Guidance Counselor, Attendance Clerk, and Assistant Principal

are working to communicate with families to reduce the number of truancy referrals for the current school year.

Student Programs

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

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

- Safety Patrols

- Morning News Broadcast Team

- Book Buddies

- Intramural Sports

- Chorus

- Ukulele Club

- Percussion Club

- Lunch Buddies

- Mentoring (Lunch Buddies0

- Student Leadership Council

- Riley Readers

- Battle of the Books

- Robotics Club

Ellen Woodside provides support to families by providing an after-school Extended Day Program. Ellen Woodside works with the local high school and career center to provide learning opportunities for students. The PTA offers students a variety of activities throughout the school year. Due to the COVID-19 pandemic, the groups listed above were not able to serve as in years past. The Student Leadership Council and Chorus were utilized on a limited basis due to restrictions.

School Community

Our principal, Mr. Shawn McCain, is in his 22nd year of education. Mr. McCain is in his forth year as Principal at Ellen Woodside Elementary. He served as Assistant Principal for three years at Plain Elementary as well as three years at Ellen Woodside Elementary prior to becoming Principal. He was a physical education teacher for 12 years and has coached basketball, soccer, and golf for Greenville County Schools.

Mr. Nathan Deese is serving as Ellen Woodside's Assistant Principal. This is Mr. Deese's sixth year as Assistant Principal. Our Instructional Coach, Mrs. Leah Sullivan was a classroom teacher for 8 years and is currently in her tenth year in this position. The Literacy Specialist, Miss Colleen Varda taught fifth grade for 7 years, and is in her fourth year as a specialist.

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

Local Community

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

The Ellen Woodside community recognizes the importance of partnership development in the success of our programs. These partnerships can make instructional programs exciting and relevant to the purpose of developing all students into successful citizens and quality workers. Partnerships are described below:

Michelin North America: Michelin volunteers serve as "Lunch Buddies" to read with students. Our students compete in an Annual Black History Month essay contest. Winning essays are printed on Michelin calendars that are distributed throughout the community. We also will have a "Michelin Day" during Career Week where engineers from Michelin spend a day at the school teaching students engineering practices and highlighting the different types of engineers that are needed at Michelin. Engineers work with fifth grade students to design and create rockets. Students participate in a rocket launch to determine the effectiveness of their rocket. Michelin provides a grant each year for K-2nd grade teachers to have a subscription to Reading A-Z to provide leveled reading materials to students. The company also provides one STEM grant each year to a classroom teacher.

South Greenville Fire Department: Firefighters visit Ellen Woodside to share fire safety tips and information with the students. They bring a variety of trucks and rescue vehicles for students to learn about during their visit. Also, as part of the visit, all K5 and first grade students participate in a simulation of a burning house to learn what to do in case of a fire in their home.

Eastside Kiwanis Club: Kiwanis volunteers visit our school each nine weeks to present certificates, gift cards, t-shirts and bumper stickers to "Terrific Kids". Volunteers have also worked our Fall Fling, helped in school beautification projects, donated money for coats for students, and cooked for various events at the school. In return Ellen Woodside promotes the club's annual Pancake Breakfast and recognizes them in school newsletters.

Pleasantburg Rotary Club: This chapter of the Rotary Club provides our third grade students with dictionaries each year. In return Ellen Woodside writes letters thanking club members and notes the contributions in school newsletters.

Boy Scouts/Girl Scouts of America: Scouting provides our students with exposure to positive values and activities that they might not otherwise come in contact with. EWE promotes these experiences by allowing Scouts to set up information tables at Meet the Teacher Night.

Core Kids Afterschool Program The CORE Community Center provides free after school care to 15 Ellen Woodside students. These students were selected to participate in this program by the principal and the CORE Kids program director. These students receive free transportation to the CORE each afternoon. They are supervised by two certified teachers from Ellen Woodside who provide academic help with homework and take the students on community field trips. Students in this program each have a mentor that meets with them regularly, in addition to the support they receive after school.

Washington Baptist Church: WBC provides a weekly after school gathering for students called the Good News Club. Students are provided snacks and character development through participation in this club. In return Ellen Woodside allows WBC to distribute information to the community concerning other programs that are being sponsored at the church such as Upward sports and church programs.

Woodmont High School: The students at Woodmont High School come for various events throughout the year such as Red Ribbon Week, Field Day, and to volunteer in classrooms. Students from Ellen Woodside worked with the WHS drama department to present the musical production of *The Little Mermaid*. The Woodmont High School Gentlemen's Club visits Ellen Woodside students to read to K5 students and mentor African American boys. Teacher Cadets from WHS work with teachers throughout grade levels.

The Riley Center: Ellen Woodside is fortunate to have a K4 development center within walking distance. The Riley Center offers parent workshops in partnership with Strong Communities and our families are invited to attend. Ellen Woodside students visit the Riley Center each month for "Riley Readers". Students in 3rd-5th grade students walk to the center and read with the K4 students.

Oakpointe Church Volunteers from Oakpointe Church work with Ellen Woodside to provide breakfast and duty free lunches for teachers. The church also provides supplies for students and raised money through a summer youth event to provide money to teachers for classroom supplies.

Ellen Woodside Buddy Program (Partnered with Mentor Upstate) The mentoring program reaches out to our staff members, community members, and business partners, such as Michelin, to find mentors for students. A mentor is a caring, adult volunteer who is willing to come once a week to help our students succeed in school. Mentors work with teachers to help students develop strategies to have great success in school. During the

"buddy session", students share lunch, read books, and practice other academic skills with their mentors. Currently 10% of the student population is being served by a mentor.

H.E.L.P. (Help Ellen Woodside Look Pretty) Day The school invited the community to partner with the staff to complete multiple beautification projects on the school grounds. Donations were given by Trees Greenville, Horace Mann, McCleer Construction, and Oakpointe Church to provide materials for the day of the event. Approximately 60 volunteers from the school community spent a Saturday in March working together to create new flower beds, mulch trees, create an outdoor eating space, and transform the Butterfly Garden into an educational space where students can grow flowers and vegetables.

We encourage family members and community members to present at our annual Career Week events. Local churches are also important to the community and provide the Good News Club, school supplies, and after school programs for students. A school-wide "Michelin Day" is held each year for students to explore engineering jobs. Businesses have been generous with donations to our school. They are fully aware of Ellen Woodside's vision. Our goal is to encourage more involvement and to create a reciprocal relationship between our school and the business community. We do provide publicity for these businesses through newsletters and the school website. There are also articles of recognition sent to the local news associates. Events are held at partners' locations to help raise funds for the school and bring in business for our supportive companies.

Our Ellen Woodside PTA often acts as a liaison between our school and local businesses to aid our school in obtaining resources for school programs. The PTA plays a vital role in initiating, developing, and implementing programs throughout our school. This organization also provides the funding necessary to support our student programs. Donations are made to PTA from companies such as Commercial Bank, Oakpointe Church, Lakeview Golf Course, Food Lion, Coke, and Michelin. The SIC meets monthly to discuss school-wide events, school improvement, and student achievement. The committee works with community members throughout the school year to improve the school.

Partnership Plan

The Ellen Woodside Elementary staff evaluated our partnership development history. The school created a School Community Plan to build positive relationships within our school community and the South Greenville Community. We felt that at the school level we needed a committee to form a

plan to increase partnerships, strengthen our relationship with existing partners, and equalize our roles as members of the community. As a result of our needs we formed the Student Climate / Community Achievement Team. This plan will evolve and grow throughout the year. Current practices and new ideas formed by the committee are listed below:

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

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

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

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

- Parents are kept informed of school activities through *Monday Memos*, the school website, and social media.

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

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

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

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

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

- PTA sponsored activities that involve our community partners include: School Dances, Barrier Island Trip, the Fifth Grade Picnic, Award Presentations, Color Run, Breakfast with

Mom, Donuts for Dads, Talent Show, Teacher Appreciation Week, and the Volunteer Appreciation Banquet.

- Parent, teacher, and student conferences are required mid-year, for all students.
- Grade level activities are encouraged that include parents visiting the classrooms and taking part in activities that enhance the curriculum. (ex. Music Performances, SC Play, Art Show)

The above are a few of the activities we are currently implementing and some that we plan to implement throughout the school year. Our next steps are to ensure that we are making contributions to our surrounding community. Due to COVID-19 restrictions in the 2021-2022 school year, the school was unable to have outside visitors to the school for most of the year. Therefore, all activities mentioned above including outside visitors were not held. However, these activities will continue as restrictions are lifted.

In addition to these generous partners, Ellen Woodside is fortunate to receive gifts of goods, gift cards, and services from other businesses within our community. Locally popular businesses that have supported EWE include: 3M, Michelin, Chick-Fil-A, Dollar General Store, Coca Cola, Huff's Outdoor Power Equipment, Circle M Ranch, The UPS Store, Wal-Mart, Target, Office Depot, and Piedmont Golf Course.

- We also encourage family members and community representatives to take part in our annual Career Week events sponsored by our Counseling Department.
- We provide publicity for all of these stakeholders through weekly newsletters, banners, the school marquee, weekly phone messages, and the school web site. We send information on school events to the local news associates each week for publication, as well as posting events and information to our school Facebook account.

Our Ellen Woodside PTA and SIC act as liaisons between our school and local businesses to aid our school in obtaining resources for school programs. The PTA plays a vital role in initiating, developing, and implementing programs throughout our school and community. This organization also secures funding necessary to support student programs. The SIC (School Improvement

Committee) is also a key component of the Ellen Woodside community. Our current SIC roll includes a State House of Representatives member, business partners, educators, and parents.

Safety, Cleanliness, and Adequacy of School Facilities

Ellen Woodside Elementary and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan. Routine fire and emergency drills are held on a monthly basis. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first. At least one coordinated tornado drill is held regionally in which the district participates. A school resource officer is shared between two other close elementary schools. This officer is routinely present at the school each day. The district provides all teachers with flip charts regarding emergency procedures, a radio for emergency use when all communication systems are down, and intensive training for procedures and building assessments. The school has ten trained First Responders and an AED device. The team is assessed yearly to monitor compliance with district expectations.

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

Other aspects of the school/district safety program include:

- District safety committee and plan
- School safety committee and policy procedures for handling emergencies
- On-line Mandatory Safety Training
- Safety guidelines
- Maps, locators, and emergency forms
- Shelter in place procedures / Crisis Response Team duties
- AED Equipment
- Emergency equipment and technology
- Playground safety procedures and checklist
- School Safety Policy and Procedures

- Emergency communication procedures and phone list

- Fire safety inspections

- Campus supervision

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

Classroom Discipline/ Learning Climate

Ellen Woodside Elementary School provides a disciplined, but stimulating, learning climate for students. Student discipline is the responsibility of all Ellen Woodside staff members. Teachers and staff developed School Essentials to have common expectations for behavior throughout the school building. The premise of the program is that students are given very clear expectations regarding the activities and the guidelines for success. Our school implements a house system with the acronym, L.E.A.D.E.R. (Loyalty, Excellence, Ambition, Dependable, Empathy, Respect) to build relationships throughout the school and promote positive student behavior. Students and teachers are sorted into houses at the beginning of the school year. House meetings are held monthly to focus on positive behaviors and social skills.

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

Instructional Program

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

We use a variety of programs at Ellen Woodside Elementary to enhance the curriculum and to reach all students' learning styles. We are currently using the Houghton Mifflin series for Math instruction in combination with the district curriculum guides. All grade levels fully implement the South Carolina Career Readiness Standards in math. In addition to the text our teachers plan appropriate and rigorous instruction including hands-on activities, technology, and small group instruction. All first grade teachers were trained in the Guided Math approach during the 2017-2018 school year. These teachers have implemented this approach in their classrooms, and have opened their classrooms as learning labs for other teachers. Both the third and fifth grade teams were trained in Guided Math during the 2019-2020 school year. This will continue to be a focus at the school for the next few years to increase math achievement. Teachers have also worked with the Instructional Coach during grade level meetings to analyze assessment data and collaboratively plan instruction based on the data collected. In Language Arts, our teachers are using a balanced literacy approach with an emphasis on integrating social studies and science with the Language Arts into the curriculum. Teachers use historical novels and various genres of writing to involve students in the learning process. Teachers use mentor texts to teach reading and writing during whole group reading minilessons. Students receive on average, 40 minutes of independent reading time each day with authentic literature. Teachers use leveled books from the current reading, science, and social studies series to teach guided reading lessons. To effectively implement writing workshop in the Balanced Literacy approach, a teacher from each grade level received year-long PD in the area of writing workshop to begin implementation in their classrooms. These mentor classrooms will be used for learning labs in the future as other teachers are trained. The core social studies materials for primary grade come from the Houghton Mifflin series and for intermediate grades come from the Scott Foresman series, however; in order to meet county and state standards, materials are pulled from other resources. The science textbooks are provided through McGraw-Hill and health books are from Harcourt. Teachers use Foss and Smithsonian science kits to meet the standards for science / health instruction. The district curriculum maps are used by all teachers, in all content areas, to collaboratively plan rigorous instruction. Reinforcement is provided through the use of group and individual projects, field trips, guest speakers, and virtual learning. Teachers use Reflex Math, Moby Max, and Mastery Connect to reinforce math learning.

Language Arts

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

- A Balanced Literacy approach is implemented in all classrooms.

- Response to Intervention has been implemented in K5-3rd grade. Data is continuously monitored to measure growth in reading.

- Student progress in K5 through fifth grade is monitored through benchmarking using the Fountas and Pinell benchmarking system. Both reading fluency and comprehension are assessed.

- Some special education students in fourth and fifth grades are serviced through the inclusion model, while some are served in resource pull out.

- ELA, reading, and math achievement are monitored in grades 2nd-5th using the TE 21 Benchmark aligned with district pacing and state standards.

- Students are setting individual reading goals in their classrooms to become better readers.

- Student writing is displayed throughout the building.

- Ten teachers have been trained in Orton Gillingham multisensory phonics instruction in Kindergarten and 1st grade.

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

- Teachers have attended state writing conferences and workshops.

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

- The TE 21 Benchmark is administered to all 3rd, 4th, and 5th grade students in the 1st, 2nd, and 3rd quarters. Second grade students take the benchmark at the end of the 3rd quarter. Results are used to plan and differentiate instruction in the classroom.

- The MAP test (Measure of Academic Progress) is administered to all 2nd and 5th grades in December. Some Results are used to differentiate instruction, identify gifted and talented students, and determine the planning of classes for 6th grades. During the 2021-2022 school

year, first grade students were also given the MAP test in both reading and math in the fall, winter and spring. This test was given in accordance with state regulations to determine growth of students throughout the year.

- Weekly grade level planning is utilized to assure collaborative, effective standard driven instruction.
- Common Assessments are used in ELA to continuously track student achievement. Data collected from CAs is discussed during grade-level meetings to guide instruction.

Math

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

In addition to classroom instruction students are offered:

- Guided Math Approach
- Number Talks in K-1st
- Daily Math spiral
- Use of manipulatives in math lessons
- First through fifth grade students complete weekly spiral math reviews developed from
- CA data and teacher collaboration. Data from these reviews is used to determine student mastery of content of the course of the school year.
- Common Assessments are used in math to continuously track student achievement. Data collected from CAs is discussed during grade-level meetings to guide instruction.
- Students use Moby Max math at home and school to build fact fluency and grade-level specific math skills.

- The TE 21 Benchmark is administered to all 3rd, 4th, and 5th grade students in the 1st, 2nd and 3rd quarters. Second grade students take the benchmark at the end of the 3rd quarter. Results are used to plan and differentiate instruction in the classroom.

On Track

During the 2021-2022 school year, Ellen Woodside utilized an On Track team to identify and help struggling students. This team included the principal, assistant principal, literacy specialist, instructional coach, school counselor, school psychologist, and the classroom teacher. Students were referred to On Track based on attendance, behavior, and academic performance. Data was collected from the district's GCSource database and through observation of the student in the classroom. Teachers and administrators were responsible for identifying and referring students to the process. After being identified as a potential candidate for the process, the team met to analyze data collected by the classroom teacher that helped identify the student. In the initial meeting, the team discussed strategies and interventions to put in place in the classroom to help the student. Interventions were then tried in the classroom and the teacher collected new data for the second meeting to determine if the student needed further assistance. If that was determined, the parent of the student was invited to a meeting with the team to discuss plans for psychological testing. This testing was used to determine if the identified student's academic concerns were related to a learning disability.

Professional Learning Communities

Teachers meet regularly in PLCs to discuss school-wide, grade level, and individual classroom data. Twice a month, grade level PLCs meet to include the Instructional Coach, Literacy Specialist, and Principal. During these meetings the community analyzes data collected in the classroom to identify strengths and weaknesses. This data is used to plan grade level instruction. Instruction is differentiated in classrooms based on the data analysis. Teachers meet in Vertical Teams monthly to discuss school-wide data. These teams work to improve instruction and overall school culture. The focus for the 2020-2021 school year was to implement Social Emotional Learning in all classrooms.

Mission, Vision, and Beliefs

This section includes:

Mission
Vision
Values and Beliefs

Mission

Our mission rests upon the foundation of our vision and beliefs.

- Create successful students who enjoy learning
- Build strong relationships with students and families
- Produce well-rounded, 21st Century Citizens

Vision

At Ellen Woodside Elementary, we strive to create a community that fosters a positive, student-centered environment.

Values and Beliefs

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

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

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

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

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

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

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

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

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

Data Analysis and Needs Assessment

This section includes:

Student Achievement Needs Assessment

Teacher and Administrator Quality

School Climate Needs Assessment

Student Achievement and Needs Assessment

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

In addition to graded assignments teachers assess student performance and achievement through additional methods. Teachers use anecdotal notes from individual student observations and meetings in both reading and math. Students collect data from reading and math to set individuals goals in the classroom. In reading, FASTBridge assessments are used not only with the RTI groups, but with all K5 – first grade students to monitor growth in reading. Checklists are used in conjunction with state and district standards as proof of mastery. Fluency reading tests are used as a required benchmark to measure student performance in grades one through five. This spring, all teachers will administer the Fountas and Pinnell Benchmark to assess reading levels and calculate growth in reading from the beginning of the school year. Class profiles are developed quarterly and are used as a tool to measure the effectiveness of math instruction.

The district has also adopted Mastery Connect. This is a computerized system that tracks student progress based on mastery of state standards. Second through fifth grade students are required to take a benchmark designed by TE 21 that is aligned to the state standards and district pacing, each quarter. The data used from these benchmarks are used to plan instruction for all students. This data is also used to determine deficit areas and strengthen classroom teaching. The benchmark tests are rigorous and mirror the high stakes standardized tests that students in 3rd-5th grades take at the end of the year.

Disaggregated Achievement Results

Current SC Ready, SCPASS data, previous years' SCPASS data, information has been broken down and evaluated by staff members. The information in this section provides a detailed look at subgroup performances last year as well as over time. Each Achievement Group works with specific grade level information during monthly meetings. There are very similar characteristics between grade levels;

therefore the data chosen to direct the focus of this section are based on subgroups rated by the state. We compare our school with other similar schools in the district as well as the state in order to gain a better understanding of where we are with our SCPASS and SC Ready scores. When looking at schools like ours in our district and in the state, our students performed average.

The graph below shows SCReady scores for Ellen Woodside compared to norm data for Greenville County Schools. There are three years of data that will be compared in this section. The data shows that Ellen Woodside students meeting or exceeding was 49% in math and 46% in ELA. Both of these were down from the year prior. When compared to the district, our students scored below the district average in both math and ELA. However, the district averages for both ELA and math decreased from the previous year, as well.

3rd-5th SCReady ELA-EWE and GCS Comparison

3rd-5th SCReady Math-EWE and GCS Comparison
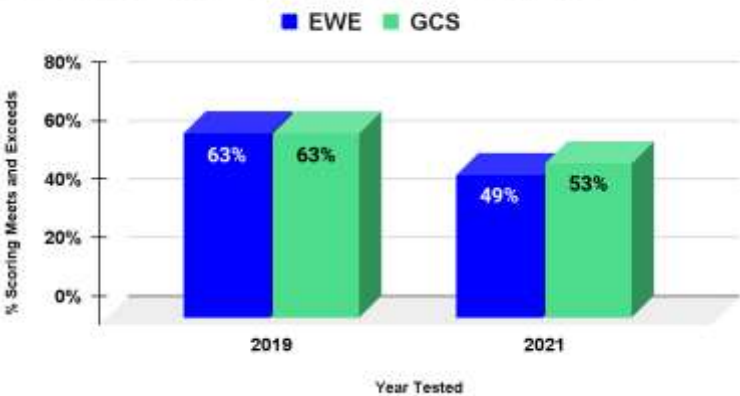
3rd-5th SCReady ELA-All Enrolled
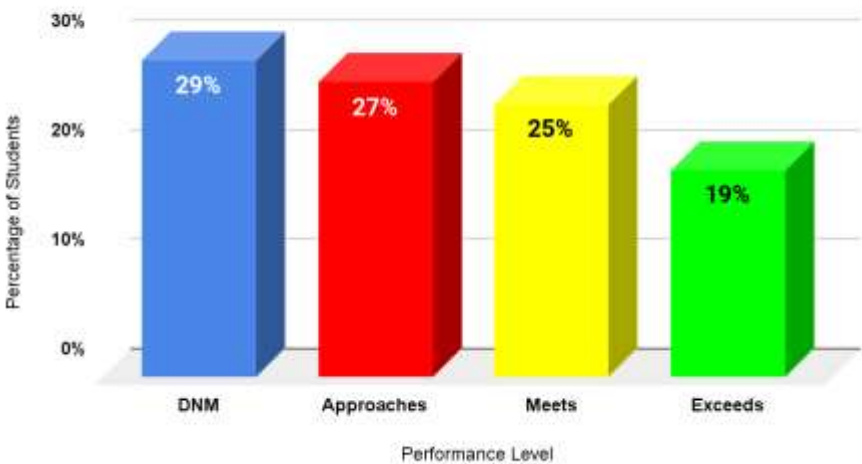
SC READY ELA OVER TIME

	3rd Grade		4th Grade		5th Grade	
	2019	2021	2019	2021	2019	2021
Does Not Meet	18%	33%	22%	30%	20%	25%
Approaches	24%	30%	17%	18%	40%	35%
Meets	30%	23%	21%	24%	30%	28%
Exceeds	28%	15%	39%	28%	10%	13%

Current ELA SC Ready Data by Grade Level

When looking at the data by grade level, it shows that students scoring meets or exceeds in ELA is 38%, in 3rd grade. In fourth grade, 52% of students scored meets or exceeds, and in 5th grade, 41% students scored in the same categories. Data has been disaggregated farther to pinpoint areas we need to focus on further. During the 2020-2021 school year, third and fifth grade teachers have received support in reading instruction from the district academic specialist and the school's instructional coach and literacy coach.

Current Math SC Ready Data by Grade Level

The data shows fifth grade students scored the lowest in meets and exceeds, with 38%. Students in fourth grade scoring meets and exceeds was 53%, while third grade was 47%. Fifth grade teachers have worked closely with the district math academic specialist during the 2021-2022 school year to pinpoint areas of need and plan instruction accordingly. As we look at disaggregated data in future sections; we will be able to see more areas of need. As we have multiple years of test data, we will be able to see overall trends.

SC READY MATH OVER TIME

	3rd Grade		4th Grade		5th Grade	
	2019	2021	2019	2021	2019	2021
Does Not Meet	17%	36%	7%	26%	20%	31%
Approaches	15%	17%	18%	21%	33%	31%
Meets	38%	27%	42%	32%	30%	25%
Exceeds	30%	20%	33%	21%	17%	13%

4th Grade SCPASS Science-EWE and GCS Comparison
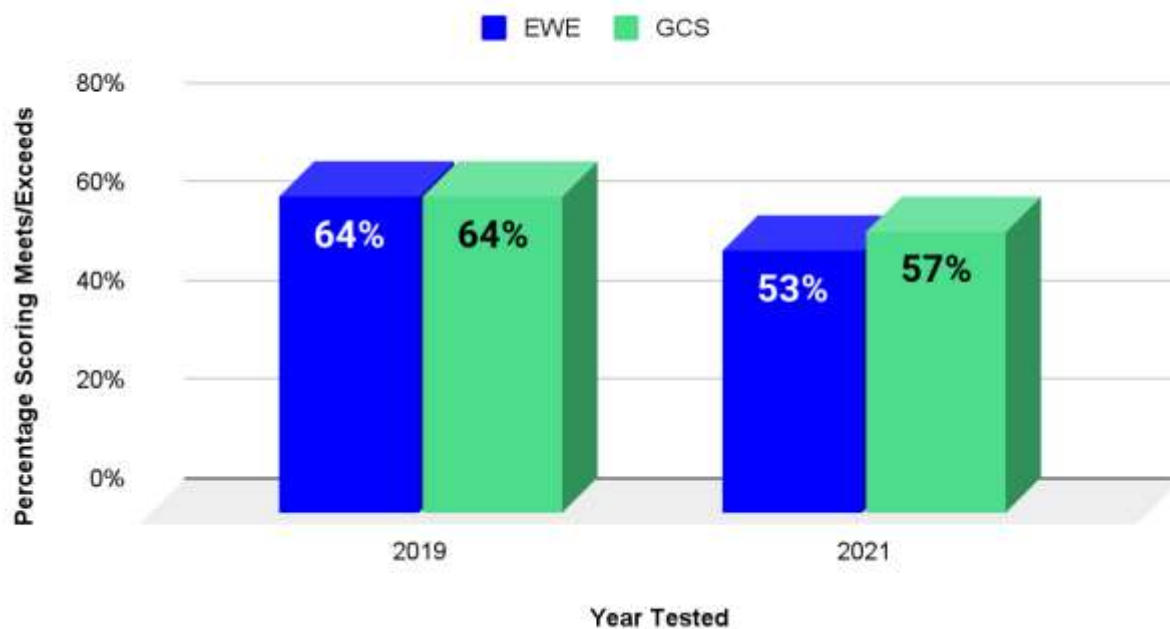
Fourth grade students are tested in science each year. Of the students tested in 2021, 57% of students scored meets or exceeds. In 2019, 64% of students scored in those categories.

Ellen Woodside Elementary
Professional Development Plan 2021-2022
Focus on: Social Emotional Learning and Literacy Focus

Date	Name	Location	Time
August 3, 2021	2nd/3rd Grade Planning with ILT	Media Center	8:00am-2:30pm
August 4, 2021	1st/4th Grade Planing with ILT	Media Center	8:00am-2:30pm
August 5, 2021	K/5th Grade Planning with ILT	Media Center	8:00am-2:30pm
August 9, 2021	Back To School All Staff Meeting	Media Center	8:30am-11:30am
August 9, 2021	New Teacher Meeting w/ILT	Media Center	1:00pm-2:00pm
August 10, 2021	Clifton Strengths with Tim Cushman	Media Center	9:00am-11:00am
August 11, 2021	SEL Professional Development	Media Center	8:00am-9:00am
August 25, 2021	All Staff Meeting	Media Center	2:45pm-3:45pm
September 2, 2021	ELA Data and Planning w/Kristy Jennings	Media Center	Planning Times
September 8, 2021	Faculty Council & Teacher Leader Teams	Media Center	2:45pm-3:45pm
September 9, 2021	Reading Data with Kristy Jenning to Plan Small Group Reading Instruction	Science Lab	Planning Times
September 15, 2021	Trauma Informed Practices Part 1	Media Center	2:45pm-3:45pm
September 16, 2021	Grade Level PLCs	Planning Room	Planning Time
September 22, 2021	United Way Kickoff ReThink Training for Staff	Media Center	2:45pm-3:45pm
September 23, 2021	Grade Level PLCs	Planning Room	Planning Times
October 6, 2021	Whole Staff PD- Goal Setting	Virtual	3:00-4:00
October 7, 2021	Grade Level PLCs	Planning Room	Planning Times
October 13, 2021	Faculty Council/Teacher Leader Teams	Media Center	2:45pm-3:45pm
October 14, 2021	Grade Level PLCs	Planning Room	Planning Times
October 20, 2021	Trauma Informed Practices Part 2	Media Center	2:45pm-3:45pm
October 21, 2021	Grade Level PLCs	Planning Room	Planning Times
October 27, 2021	Vertical Teams- Data	Media Center	2:45pm-3:45pm
October 28, 2021	Grade Level PLCs	Planning Room	Planning Times
November 3, 2021	Grade Level PLCs	Planning Room	Planning Times
November 10, 2021	Faculty Council/Teacher Leader Teams	Media Center	2:45pm-3:45pm
November 11, 2021	Grade Level PLCs	Planning Room	Planning Times
December 2, 2021	Grade Level PLCs	Planning Room	Planning Times

December 8, 2021	Faculty Council/Teacher Leader Teams	Media Center	2:45pm-3:45pm
December 9, 2021	Grade Level PLCs	Planning Room	Planning Times
December 15, 2021	Faculty Meeting	Media Center	2:45pm-3:45pm
January 4-5, 2022	3rd Grade Learning Lab	Mauldin Elem.	8:00 am-12:00 pm
January 6, 2022	Grade Level PLCs	Planning Room	Planning Times
January 12, 2022	Faculty Council/Teacher Leader Teams	Media Center	2:45pm-3:45pm
January 13, 2022	Grade Level PLCs	Planning Room	Planning Times
January 20, 2022	Grade Level PLCs	Planning Room	Planning Time
January 27, 2022	Grade Level PLCs	Planning Room	Planning Times
February 3, 2022	Grade Level PD-TBD	Planning Room	Planning Times
February 9, 2022	Faculty Council/Teacher Leader Teams	Media Center	2:45pm-3:45pm
February 10, 2022	Grade Level PLCs	Planning Room	Planning Times
February 17, 2022	Grade Level PLCs	Planning Room	Planning Times
February 23, 2022	Staff PD- Student Engagement	Media Center	2:45pm-4:15pm
February 24, 2022	Grade Level PLCs	Planning Room	Planning Times
March 3, 2022	Grade Level PLCs	Planning Room	Planning Times
March 10, 2022	Grade Level PLCs	Planning Room	Planning Times
March 16, 2022	Vertical Teams	Media Center	2:45pm-3:45pm
March 17, 2022	Grade Level PLCs	Planning Room	Planning Times
March 30, 2022	Staff Professional Development-TBD	Media Center	2:45pm-3:45pm
March 31, 2022	Grade Level PLCs	Planning Room	Planning Times
April 7, 2022	Grade Level PD-TBD	Planning Room	Planning Times
April 13, 2022	Faculty Council/Teacher Leader Teams	Media Center	2:45pm-3:45pm
April 14, 2022	Grade Level PLCs	Planning Room	Planning Times
April 20, 2022	Vertical Teams	Media Center	2:45pm-3:45pm
April 21, 2022	Grade Level PD-TBD	Planning Room	Planning Time
April 27, 2022	Staff Professional Development-TBD	Media Center	2:45pm-3:45pm
April 28, 2022	Grade Level PLCs	Planning Room	Planning Times
May 5, 2022	Grade Level PD-TBD	Planning Room	Planning Times
May 11, 2022	Faculty Council/Teacher Leader Teams	Media Center	2:45pm-3:45pm
May 18, 2022	Faculty Meeting	Media Center	2:45pm-3:45pm
May 25, 2022	Vertical Teams-Celebrate Growth	Media Center	2:45pm-3:45pm

Other Professional Development Opportunities:

- EPIC Learning in the 21st Century Classroom
- ALIVE 2
- Continued Support for Balanced Literacy Instruction
- District Curriculum Meetings
- Upstate Consortium
- Summer Academy
- Upstate Technology Conference
- Teacher Mentoring
- Teacher Mindfulness Meetings

School Climate Needs Assessment

At the end of each school year, we administer state designed mandated surveys and use the results provided by the state to assess our climate at Ellen Woodside. As directed by the state, the surveys were administered to all teachers, fifth grade students, and their guardians. The results of this information was distributed to the community through the Annual School Report Card. Every year, our staff examines the results of all surveys to ensure that they were in alignment with our Action Plan. The areas that are currently being evaluated by our Student/School Climate Committee are items that are factored into our Annual School Report Card such as: the number of surveys returned; the percentage of teachers, students, and parents who are satisfied with our learning, social, and physical environment; and with home-school relations.

Looking at the data from the school's opinion surveys, we see that teachers are satisfied with all school climate areas surveyed, having 90% or higher survey results. Students are mostly satisfied in all areas, while parents are satisfied in both learning environment and social and physical environment. Of the 59 parents who returned the survey, they are less satisfied with school-home relations.

Action Plan

Included in This Section:

Action Plan

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History
- and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other		

PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 38% in 2016-17 to 56% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	38% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary**	44	47	50	53	56
		School Actual Elementary 45	53	*waiver*	46.3%		
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary** 52	52	55	58	61	64
		District Actual Elementary 52	58	*waiver*	52		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Balanced Literacy	Ongoing	Teachers, Instructional Coach, Literacy Specialist, Principal, District Academic Specialist	NA	NA	Learning Walks & Instructional Rounds Grade Level Planning Classroom Data Fountas and Pinnell Benchmark Data Lesson Plans Professional Development Opportunities Coaching Cycle Documentation
2. Learning Labs	Ongoing	Literacy Mentors Instructional Coach Literacy Specialist	NA	NA	Coaching Cycle Documentation Schedule of Visits
3. Common Assessments	Ongoing	Teachers, Administration,	NA	NA	Unit Data Analysis

		Instructional Coach, Literacy Specialist			Pre and Post Test Analysis Data Team Meeting Minutes Use data to plan instruction
4. Response to Intervention (RTI) K5-3rd grade	Daily	RTI Teachers, IC, Literacy Coach, Administrators	NA	NA	FastBridge Data
6. SOAR Program	Daily	SOAR Teachers	NA	NA	SOAR Attendance Meetings with Admin Pre and Post Assessment Data
7. Coaching Cycles	Ongoing	Teachers, IC, Administrators	NA	NA	Coaching Cycle Notes Lesson Plans Classroom Observations
8. TE21 Benchmarks	1st, 2nd, and 3rd Quarter	Teachers, Administrators, IC,	NA	NA	Grade Level Meeting Minutes

		and Literacy Specialist			Data Team Meetings School Reports Individual Student Goal Setting
9. Moby Max Reading	Ongoing	Teachers, IC, Literacy Specialist, Admin	3,000	General Funds	Classroom Observation Moby Max Usage Reports

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other							
PERFORMANCE GOAL 2: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 44% in 2016-17 to 59% in 2022-23.							
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3% annually.							

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE website and School Report Card	44% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 47**	47	50	53	56	59
		School Actual Elementary 55	63	*waiver*	48.6%		
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 57**	62	64	66	68	69
		District Actual Elementary 60	63	*waiver*	53		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Math Reviews	Ongoing	Teachers, IC, Administrators	NA	NA	Gradebooks Lesson Plans Walkthrough Observations Academic Coaching
2. Common Assessments	Ongoing	Teachers, IC, Administrators	NA	NA	Unit Data Analysis TE 21 Benchmark Data Analysis Data Team Meetings Grade Level Meetings Use data to plan instruction
3. MobyMax Math	Ongoing	Teachers, IC, Administrators	$3,000	General Funds	Classroom Observations MobyMax usage reports

					Placement Test all grade levels
4. TE21 Benchmarks	1st and 3rd Quarters	Teachers, Administrators, IC	NA	NA	Grade Level Meeting Minutes Data Team Meetings School Reports Individual Student Goal Setting
5. Coaching Cycles	Ongoing	Teachers, IC, Administrators	NA	NA	Coaching Cycle Notes Lesson Plans Classroom Observations
6. SOAR Program	Daily	SOAR Teachers	NA	NA	SOAR Attendance Meetings with Admin Pre and Post Assessment Data

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other
PERFORMANCE GOAL 3: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**	67	70	73	76	79
		School Actual Elementary 64	65	*waiver*	53		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	63	66	69	72	75
		District Actual Elementary 60	64	*waiver*	57		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Interactive Science Notebooks	Ongoing	Teachers, IC, Administrators	NA	NA	Classroom Observations Lesson Plans Grade Level Meeting Minutes
2. TE 21 Benchmark	End of each quarter	Teachers, IC, Administrators	NA	NA	Grade Level Meeting Minutes Data Team Meetings School Reports
3. Science Lab Instruction (3rd-5th)	Ongoing	Teachers, IC, Administrators	NA	NA	Integrated in Classroom Weekly Lesson Plans Grade Level Meeting Minutes Classroom Observations

4. Coaching Cycles	Ongoing	Teachers, IC, Administrators	NA	NA	Coaching Cycle Notes Lesson Plans Classroom Observations
5. STEAM Lab	Ongoing	Teachers, IC, Lab Instructor	$3000	General Funds	Schedule of Classes Observations Unit Plans

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL 4: Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	36% Meets Expectations and Exceeds Expectations	**School Projected Hispanic 39**	**45**	**45**	**48**	**51**	**54**
SC READY ELA SC SDE Website		**School Actual Hispanic 43**	**NA**	*waiver*	29%		
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36**	36	39	42	45	48
SC READY ELA SC SDE Website		**District Actual Hispanic 34**	40	*waiver*	36		

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	School Projected AA 38	41	44	47	50	53
SC READY ELA SC SDE Website		School Actual AA 33	35	*waiver*	33%		
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations 25	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	*waiver*	28		
SC READY ELA SC SDE Website	3 % Meets Expectations and Exceeds Expectations	School Projected SWD 6	9	12	15	18	21
SC READY ELA SC SDE Website		School Actual SWD 5	14	*waiver*	18%		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations 14	District Projected SWD 14	14	17	20	23	26

SC READY ELA SC SDE Website		**District Actual SWD** 12	21	*waiver*	19		
SC READY ELA SC SDE Website	16 % Meets Expectations and Exceeds Expectations	**School Projected LEP** 19	22	25	28	31	34
SC READY ELA SC SDE Website		**School Actual LEP** 29	NA	*waiver*	17%		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP** 35	35	38	41	44	47
SC READY ELA SC SDE Website		**District Actual LEP** 33	44	*waiver*	32		
SC READY ELA SC SDE Website	NA % Meets Expectations and Exceeds Expectations	**School Projected PIP** 38	43	46	49	52	55
SC READY ELA SC SDE Website		**School Actual PIP** 40	44	*waiver*	37%		

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected PIP** **38**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**District Actual PIP** **33**	45	*waiver*	37		
SC READY Math SC SDE Website	49 % Meets Expectations and Exceeds Expectations	**School Projected Hispanic** **52**	55	58	61	64	67
SC READY Math SC SDE Website		**School Actual Hispanic** **60**	no subgroup	*waiver*	36%		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic** **39**	39	42	45	48	51
SC READY Math SC SDE Website		**District Actual Hispanic** **42**	43	*waiver*	41		
SC READY Math SC SDE Website	37 % Meets Expectations and Exceeds Expectations	**School Projected AA** **40**	43	46	49	52	55

SC READY Math SC SDE Website		**School Actual AA** 41	53	*waiver*	33%		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	**District Projected AA** 27	**27**	**30**	**33**	**36**	**39**
SC READY Math SC SDE Website		**District Actual AA** 28	30	*waiver*	25		
SC READY Math SC SDE Website	7 % Meets Expectations and Exceeds Expectations	**School Projected SWD** 10	13	16	19	22	25
SC READY Math SC SDE Website		**School Actual SWD** 20	18	*waiver*	18%		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	**District Projected SWD** 18	18	21	24	27	30
SC READY Math SC SDE Website		**District Actual SWD** 16	20	*waiver*	24		

SC READY Math SC SDE Website	35% Meets Expectations and Exceeds Expectations	**School Projected LEP 38**	41	44	47	50	53
SC READY Math SC SDE Website		**School Actual LEP 39**	no subgroup	*waiver*	22%		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	**District Projected LEP 40**	40	43	46	49	52
SC READY Math SC SDE Website		**District Actual LEP 42**	46	*waiver*	40		
SC READY Math SC SDE Website	51% Meets Expectations and Exceeds Expectations	**School Projected PIP 54**	54	57	60	63	66
SC READY Math SC SDE Website		**School Actual PIP 51**	58	*waiver*	39%		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected PIP 36**	36	39	42	45	48

SC READY Math SC SDE Website		**District Actual PIP 38**	43	*waiver*	38		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Social Studies with ELA Integration	Ongoing	Teachers, IC, Literacy Specialist, Administrators	NA	NA	Lesson Plans Classroom Observations Grade Level Meeting Minutes Coaching Cycles Data Team Meetings
2. TE 21 Benchmark	End of each quarter	5th grade teachers, IC, Administrators	NA	NA	Data Team Meetings Grade Level Meeting Minutes
3. Interactive Read Aloud	Ongoing	Teachers, Media Specialist	NA	NA	Lesson Plans

6. SOAR Program	Daily	SOAR Teachers	NA	NA	SOAR Attendance Meetings with Admin Pre and Post Assessment Data

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other
PERFORMANCE GOAL 5: Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	**School Projected**		Kindergarten through Grade 5 =64%	Kindergarten through Grade 5 =64%	Kindergarten through Grade 5 =67%	Kindergarten through Grade 5 =70%
	Meets and Exceeds	**School Actual**	Kindergarten through Grade 5 =58%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	44%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	**School Projected**		Kindergarten =82% Grade 1 =62%	Kindergarten =85% Grade 1 =65%	Kindergarten =88% Grade 1 =68%	Kindergarten =91% Grade 1 =71%
	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read words per minute (40th percentile)	**School Actual**	Kindergarten =79% Grade 1 =59%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	Kindergarten= 60% Grade 1= 45%		

Measure	Criteria	Level					
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**School Projected**		Grade 2–18 % Grade 5 – 34%	Grade 2 – 21% Grade 5 –34 %	Grade 2 –24 % Grade 5 –34 %	Grade 2 – 27% Grade 5 –34 %
South Carolina MAP Linking Study – February 2018	2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile	**School Actual**	Grade 2 –15 % Grade 5 – 30%	Grade 2 –23 % Grade 5 –32 %	Grade 2 – 33% *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.*		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	**District Projected**		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	**District Projected**		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read words per minute (40th percentile)	**District Actual**	5K – 50% Grade 1 – 55%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**District Projected**			Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018	2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile	**District Actual**	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.*		

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Balanced Literacy Coaching	August-June	IC, LIteracy Specialist, Teachers, Principal, District Academic Specialists	None	None	Professional Development Calendar Classroom Data Learning Walks & Instructional Rounds
2. Response to Intervention	August- June	Instructional leadership, intervention teachers	none	none	Fastbridge Progress Monitoring
3. Small Group Reading Instruction	Ongoing	IC, LIteracy Specialist, Teachers	none	none	F&P Benchmarks Anecdotal Notes
4. SOAR Program	Ongoing	SOAR Teachers	none	none	Attendance Log Pre and Post Test Data SOAR Meetings with Admin

5. Moby Max Reading	Ongoing	Teachers, IC, Literacy Specialist, and Admin	$3,000	general funds	Classroom Observations MobyMax usage reports Placement Test all grade levels
R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-21	Director of Early Intervention and Student Support			Waiver

Performance Goal Area: ☐ Student Achievement* ☒ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other
PERFORMANCE GOAL 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Employment report		**School Projected**			**Gender Diversity = Maintain** **Ethnic Diversity = Maintain**	**Gender Diversity Maintain** **Ethnic Diversity = Maintain**	**Gender Diversity Maintain** **Ethnic Diversity = Maintain**
GCS Human Resources Department	Baseline established in 2019-2020	**School Actual**		Gender Diversity=yes Ethnic Diversity = yes	Gender Diversity=yes Ethnic Diversity = yes	Gender Diversity=yes Ethnic Diversity = yes	Gender Diversity=yes Ethnic Diversity = yes
Employment report		**District Projected**	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	**District Actual** Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL 1: Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	86%	**School Projected Students** ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 91	92	*waiver*	89.3		
SC SDE School Report Card Survey	100	**School Projected Teachers** ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Teachers 100	**100**	*waiver*	100		
SC SDE School Report Card Survey	95	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 93	92	*waiver*	88.9		
SC SDE School Report Card Survey	92	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	*waiver*	93		
SC SDE School Report Card Survey	98	**District Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	*waiver*	98		

SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	*waiver*	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE (Start and End Dates)**	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. School Safety Plan	Ongoing	Assistant Principal, Principal	NA	NA	Copy of plan
2. First Responders	Ongoing	School Nurse, 10 trained responders	NA	NA	First Responder Drill Documentation CPR/AED certification log First Responder Meeting Agendas
3. Guidance Lessons	Ongoing	School Counselor, Teachers	NA	NA	Lesson Plans

4. Safety Drills	Ongoing	Assistant Principal, Principal	NA	NA	Fire Drill Log
					Tornado Drill Log
					Earthquake Drill Log
					Partial/Full Lockdown Drill Log
					First Responder Drill

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other
PERFORMANCE GOAL 2: The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.   **PERFORMANCE GOAL 3:** The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0	School Projected ≤1.0	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0	0	0	0		
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9	0.3		

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0	School Projected ≤ .07	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0	0	0	0		
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03	.004		

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(*

required) ☐ District Priority *Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and

Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL 4: The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the Cognia Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):			2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	90	90	90	90	90
		School Actual 86	90	90	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	90	90	90	90	90
		District Actual 89	90	92	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. SEL Professional Development	August-May	School Counselor, District Behavior Interventionist	NA	NA	Professional Development Calendar Classroom Observations
2. Classroom Celebrations	Quarterly	Teachers, School Counselor	NA	NA	Classroom Celebration Schedules
3. Schoolwide House System	Ongoing	ALL Staff	$300	Local Funds	House Meetings Ticket System House Celebrations

Performance Goal Area: ☐ Student Achievement*   ☐ Teacher/Administrator Quality*   ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐ District Priority *Gifted and Talented Requires*   ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐ Gifted and Talented: Other
PERFORMANCE GOAL 5: Achieve and maintain a student attendance rate of 95% or higher.
INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 95	School Projected 95	95	95	95	95	95
180th day Attendance Report		School Actual 96	95	97	94		
	(2016-17) 95	District Projected	95	95	95	95	95
180th day Attendance Report		District Actual 95	95	96	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Attendance Conferences	Ongoing	Assistant Principal Attendance Clerk Attendance Supervisor	NA	NA	Conference Form/IMS
2. Classroom Celebrations/Awards Day	End of Each Quarter	Teachers, Administrators, Guidance, IC	NA	NA	Classroom Celebration Schedules
3. Home Visits	Ongoing	Administrators Attendance Supervisor			Home Visit Log

Performance Goal Area: ☐Student Achievement*   ☐Teacher/Administrator Quality*   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority *Gifted and Talented Requires*   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other
PERFORMANCE GOAL 6: The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	Afraid ≤ 6 Lonely ≤ 19 Angry ≤18	Afraid ≤ 6 Lonely ≤ 19 Angry ≤ 18	Afraid ≤ 5 Lonely ≤ 18 Angry ≤ 17	Afraid ≤ 5 Lonely ≤ 18 Angry ≤ 17	Afraid ≤ 4 Lonely ≤ 17 Angry ≤ 16
		School Actual Afraid –6 % Lonely – 19% Angry – 18%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	**Afraid – 5% Lonely – 10% Angry – 8%**	**Afraid – 5% Lonely – 10% Angry – 7%**	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Guidance Lessons	Ongoing	Guidance Counselor	NA	NA	Lesson Plans Guidance Calendar to Teachers Character Education Units and Presentations Student Agendas
2. Mental Health Services	Ongoing	Piedmont Mental Health Onsite Counselor	NA	NA	Visit Log
3. Safety Training	Ongoing				Fire Drill Schedule Lockdown Schedule Severe Weather Schedule Internet Safety Presentation with Rick Floyd