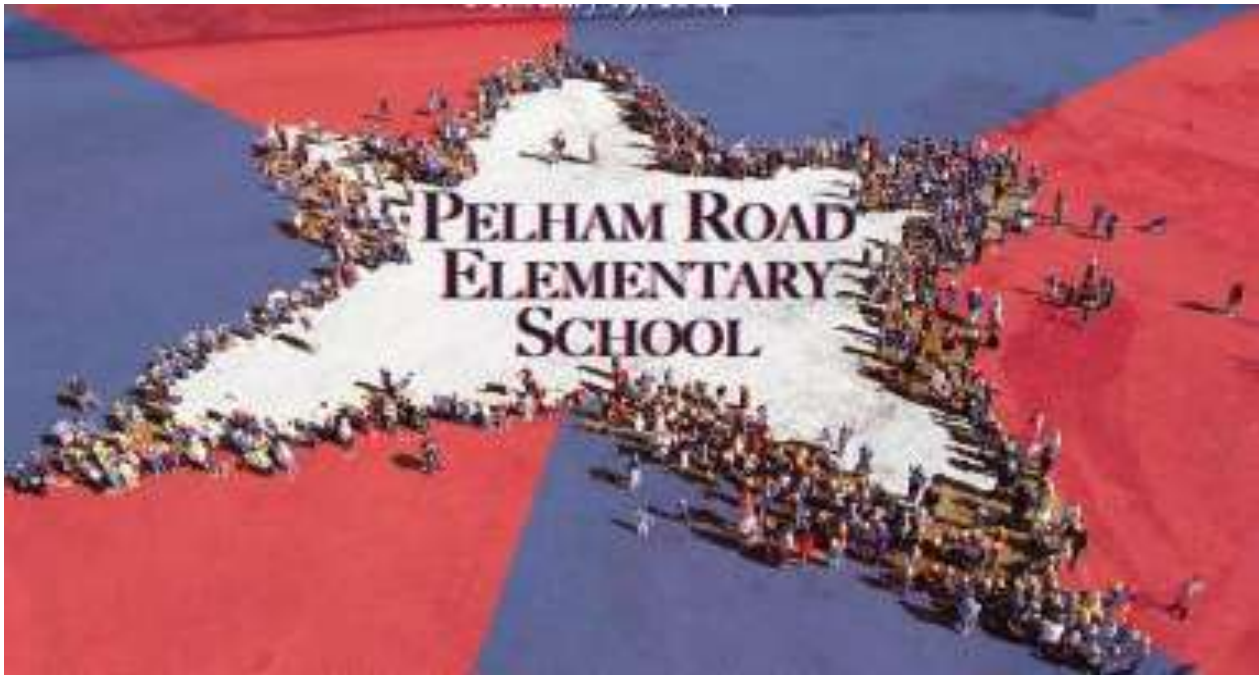


Pelham Road Elementary

“A Community of Learners”

Strategic Plan/Portfolio 2014-2018



Pelham Road Elementary School

100 All Star Way
Greenville, SC 29615
Phone: 864-355-7600

Mr. W. LaVelle McCray, Principal
Greenville County Schools
W. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Pelham Road Elementary

DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*one year*)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Andrea Hargett		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

W. LaVelle McCray		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 All Star Way, Greenville, SC 29615

SCHOOL'S TELEPHONE: (864) 355-7600

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

POSITION

NAME

PRINCIPAL

W. LaVelle McCray

TEACHER

Marleen Hygema Baker

PARENT/GUARDIAN

Heather Jiva

COMMUNITY MEMBER

Angie Rollins

SCHOOL IMPROVEMENT COUNCIL

Andrea Hargette

OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION

NAME

Assistant Principal

Carrie Prochaska

Guidance Counselor

Susan Manuel

PTA Member

Leni Whilden

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

N/A **Academic Assistance, PreK–3**

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



Academic Assistance, Grades 4–12

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



Parent Involvement

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



Staff Development

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



Technology

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

N/A **Innovation**

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



Recruitment

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



Collaboration

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



Developmental Screening

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



Half-Day Child Development

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



Developmentally Appropriate Curriculum for PreK–3

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



Parenting and Family Literacy

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



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

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

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Introduction and Executive Summary



Executive Summary

As a result of a Greenville County Initiative every school is required every spring to complete a comprehensive evaluation of all school systems and report the findings and Action Plan in a school portfolio. With leadership from the Principal and the Instructional Coach, teachers are assigned to committees that update and revise the portfolio each year. The portfolio is aligned with the requirements of the State Department of Education Standards as well as those of SACS. All parents and members of the School Improvement Council are invited to participate in this yearly process. The report is available to the entire community in the school office. An electronic copy is available for parents, faculty, and staff on the Pelham Road website.

Professional Learning Community Member List						
	ELA	Writing	Math	Science	Social Studies	Technology
K5	Nicosia	Pressley	Smallridge	Sinclair	Riservato	Riservato
1st	Ball	Adams	Fox	Caudill	McCrum	Foster-Lee
2nd	Jacobs	Hoffmann	Holtzclaw	LoVine	Coker	Garrett
3rd	Jeffress	Revell	Gandy-Miller	Banning	Brown	Jeffress
4th	Cloonan	Earley	Gilmore	Coan	Jordan	Cloonan
5th	Reeder	Lovello	Stokes	Peck	Rutherford	Stokes
Specialist	Edmonston	Robinson	Garrison		Sorgenfrei	Edmonston
Related Arts	Abbott			Hobbs	Goodrick	Hobbs
Additional Members						Baker Prochaska

Summarized Findings of Student Achievement

- ESEA letter grade of 90.2 “A” for the 2013-2014 school report card
- Earned and Excellent/Good report card rating
- 91.9% of third through fifth grade students scored Met or Exemplary on PASS reading
- 86.9% of third through fifth grade students scored Met or Exemplary on PASS math
- Pelham Road continues to score above the district and state average on PASS reading and math
- We continue to be concerned about the achievement gap of our African American subgroup
- We continue to be concerned about the achievement gap of our Disable subgroup
- FARMS students continue to score lower on PASS math and ELA than their non-FARMS peers, however, we are pleased that we are continuously closing this gap each year
- Over 65% of our second through fifth grade students met or exceeded their target growth on the MAP ELA test

- Over 64% of our second through fifth grade students met or exceeded their target growth on the MAP math test
- Pelham Road continues to score above the district and national average on MAP reading and math

Summarized Findings for Teacher and Administrator Quality

- 100% of Pelham Road administration and staff are highly qualified
- 73% of Pelham Road staff members hold advanced degrees
- 13 Pelham Road teachers hold National Board certification
- Quality staff development is provided on campus
- Staff development is designed to help teachers maintain highly qualified certification
- Technology staff development is provided to help teachers meet State Department technology proficiency.

Summarized Findings for School Climate

- Needs Assessment for School Climate (Parent Survey)
 - According to our parent survey from the 2013 school report card, 96% of our parents indicated satisfaction with school-home relations.

Needs Assessment for Student Achievement (PASS data)

- Our overall 2013-2014 student achievement level in math decreased from 88.5 to 86.9
- Our overall 2013-2014 student achievement level in ELA increased from 91.8 to 91.9

Needs Assessment for Teacher and Administrator Quality

- Reaching all ability levels and continuing to close the gap for subgroups
- Continuing to fund part-time Response to Intervention (RTI) positions through
- Continuing to fund a computer lab instructor through local funds
- Increasing the use of student technology in the classroom
- Continuing to provide current and trending educational technology professional developments

Pelham Road's Significant Awards and Accomplishments

- National Blue Ribbon School of Excellence
- Palmetto's Finest
- South Carolina Blue Ribbon School Award
- Exemplary Writing School
- Red Carpet School Award
- School Incentive Award Winner
- Palmetto Gold Award Winner
- Palmetto Silver Award Winner
- National PTA School of Excellence
- PTA 100% membership for 32 consecutive years
- National Board Certified Teachers
- Greenville Drive Reading Hall of Fame School
- Presidential Academic Fitness Award

School Profile

Pelham Road Elementary, a *Community of Learners*, is proud of the long history of success fostered through our highly experienced and capable staff and strong support from our parents and surrounding community. Because of the outstanding diversity of our communities representing forty-one countries and twenty-one languages spoken in our homes, we have daily opportunities to celebrate our differences as we work together.

The original Pelham Road Elementary was built in 1974. In the spring of 2004, construction began on a new school on the same site. In August of 2005 we moved into our new building that currently houses approximately 710 students and a staff of 82. In addition to 46 classrooms, a media center, music room, and art room, we now have a computer lab, science lab, and multipurpose room to enhance our curriculum. A new wing with 3 additional classrooms were finished in 2011. We are one of 55 elementary schools in the Greenville County School District. Pelham Road Elementary is located in Greenville, South Carolina

For 45 years, Pelham Road Elementary School has worked to be a leader in our district for education and community involvement. Our school’s characteristics, the profile of our community and students, our shared governance approach, extracurricular activities, awards, and student performance data illustrate the achievement of our goals. Nestled on 22.6 acres, Pelham Road Elementary School is surrounded by 33 housing developments, shopping malls, boutique shops, restaurants, a medical complex, which includes 2 hospitals, and heavy traffic on nearby Pelham Road and I-385 and I-85.

Student Population/Enrollment

Pelham Road Elementary is a neighborhood school with most neighborhoods being middle class. Our poverty index is approximately 21% and our FARMS population is approximately 18%. We serve 143 students in our challenge program and 126 of our students are identified as disabled receiving services such as, but not limited to, speech, physical therapy, resource, or Autism support.

Enrollment for 2014-2015 by grade level is as follows:

K5	First	Second	Third	Fourth	Fifth	Total
120	134	123	117	119	105	718

School Personnel

Our Administration

Mr. McCray, Principal

Mr. McCray is a product of Greenville County Schools and a proud graduate of Wade Hampton High School. He has twenty-two years of experience with Greenville County Schools. His experiences include being a teacher at J.L. Mann Academy, assistant principal at Hollis Academy and J. L. Mann Academy, and principal at East North Street Academy. Mr. McCray's goal is to continue the tradition of academic excellence already established at Pelham Road Elementary. He is proud to be an All-Star! As All-Stars, we will shine, achieve, and soar. The sky is the limit, and we will continue to **Prepare, Respect, Enrich, and Succeed.**

Ms. Prochaska, Assistant Principal

Instructional Staff

There are 68 instructional staff members at Pelham Road Elementary. The school is staffed with a principal, assistant principal, 44 teachers, two school counselors, one Computer Lab Instructor, one Reading Intervention Instructor, two speech therapist, two Autism Support aides and an Instructional Coach. The support staff includes 15 paraprofessionals, one nurse, four office staff, one media clerk, five cafeteria workers, and five custodial staff.

The staff's educational levels include 12 that have a Bachelor's degree, 36 that have an advanced degree, and nine that have National Board certification. The teaching experiences ranges from 1 to 40 years of teaching experience with an average of 16 years.

Parent Involvement

Pelham Road Elementary is blessed with parents who volunteer to support our educational priorities. In each of the last three years, our parents have logged over 40,000 volunteer hours. At the mid-point of this year, volunteers had logged 30,000 hours. Volunteer parents and community volunteers help manage and support Math Super Stars, a math enrichment program, Accelerated Reader, Weekly Readers, classroom tutoring, Science Fun Day, International Day (in alternating years), and S.E.E.D.S which is a read aloud program with selected books and activities that focus on higher order thinking skills. Parents also provide support services to teachers in the classroom. The Pelham Road PTA conducts Boosterthon, International Day, Winter Wonderland, Art Night, a voter registration drive, plus seminars to teach Internet Safety and House Wise Street Wise.

PTA

Pelham Road Elementary has a very active PTA. Our PTA constitutently raises funds to enhance our school both physically and educationally. They have raised funds to install a new track which has become an integral part of our physical education program as well as paid for copies and supplied volunteers to run programs curriculum. Our PTA supplies each teacher with supply money for the classroom. They also boost morale and spread cheer by providing staff breakfasts and lunches throughout the year. They have also purchased student

technology for our classrooms such as laptops, Chrome Books, and iPads, and Promethean Boards. Pelham Road is proud to have 100% PTA membership for the last 33 years.

SIC

The School Improvement Council (SIC) serves as an advisory body to the school's principal and faculty. The council works collaboratively to develop and implement a five-year school improvement plan. They also monitor and evaluate success in reaching the plan's objectives and to write an annual report to the parents about the progress of the plan. This year our SIC has been keeping abreast of policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational opportunities. SIC plays a key role in education, bringing together parents, educators, and community stakeholders to work collectively to improve their local school.

Business Partners/Community Partnership

Pelham Road Elementary is fortunate to collaborate with Bob Jones University, Furman University, USC Upstate, Converse College, Clemson University and North Greenville University. Teacher Cadets, practicum students and student teachers collaborate with our staff and students. This partnership allows students at the universities the ability to work with students in a school under the supervision of highly qualified staff members. The exchange of innovative ideas is reciprocal and both communities are enriched by the collaboration. Community partners include Land O'Frost, Moes, Sticky Fingers, TCBY, Summers Orthodontics, Palmetto Orthodontics, Piedmont Podiatry, Carolina Academy, and Chick-Fil-A.

Each year our student council sponsors service events to raise money and supplies for organizations in need. Students participate in many charitable and service-oriented projects including food drives, collecting items for our troops, and raising money for organizations such as Harvest Hope, ALS Center, and the Make a Wish Foundation.

Major Academic and School Programs

Vertical Teams

Our school has adopted a shared Professional Learning Communities (PLC) approach to leadership. The faculty is divided into five committees (ELA, Math, Science, Social Studies and Technology). These committees gather data pertaining to their curriculum area and meet together monthly to analyze our student achievement data and ensure that all students are making gains. These vertical teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do. Pelham Road is using a vertical teaming approach that includes a representative of each grade level as well as a member of the Related Arts team. Vertical teams meet once a month to ensure that teachers have the opportunity to collaborate in order to improve teaching and learning.

Faculty Council is one of the most valuable vertical team/professional learning communities in the building. This team meets with Leadership Team the first Wednesday of each month. The team discusses everything from schedules, professional development, curriculum, assessments and data to drive our instructional practices.

Balanced Literacy

Greenville County Schools have adopted a new model for teaching reading and writing called balanced literacy. Balanced literacy refers to a set of instructional literacy practices, which include procedures for teaching to the whole class, small groups, and individuals according to the need and interest of students. This program looks different from what we have done in the past. The goal of balanced literacy is to create a genuine appreciation for reading and writing and build lifelong readers. Engagement and motivation are crucial components for children as they learn to read. Adults must foster joy in and purposefulness for reading because students will not become proficient readers if they do not enjoy the experience or see any value in it.

Literacy gets “balanced” through instruction in reading, writing, and word study. In a balanced literacy classroom, the teacher will gradually release support as the students become more capable and are able to learn on a more independent level.

Reach has indicated that the following are keys principles in effective reading instruction (Fountas and Pinnell, 2006):

- Students learn to read by reading continuous text.
- Students need to read high-quality texts, a variety of texts, and a large quantity of text to build a reading process.
- Students need to read different text for different purposes.
- Students need to hear many texts read aloud.
- Students need different levels of support at different times.
- “Level” means different things in different instructional contexts.
- The more students read for authentic purposes, the more likely they are to make a place for reading in their lives.
- Students need to see themselves as readers who have tastes and preferences.

Response to Intervention

The overall goal of RTI is to accelerate children’s reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate reading tools and strategies are taught so that children can become independent and successful readers. All kindergarten and first grade students are screened in the fall, winter, and spring. Students who fall in the “at risk” (yellow and red) range are served in small reading intervention groups. Progress monitoring is done every 10 days on student in the program. Students are dismissed from the program when they continue to maintain their skills and work on grade level. Students who have been dismissed are monitored for the remainder of the year to ensure their success.

Computer Based Programs

The school also provides access to several computer based programs that aide in enriching our curriculum. These programs are used as early finisher’s activities, in the labs, and even at home. Students have access to:

- RAZ Kids
- Accelerated Reader
- Hear Builder
- Compass Learning
- Larson’s Math

Extended Day Program

We are in our sixth year of our Extended Day Care program that is staffed by teachers, high school, and college students. Our program offers snacks, homework help, enrichment activities, and organized games to over 100 students each day. This past year, money generated from this program was used to help pay for educational materials and supplies as well as an Interventionist to assist in the Response to Intervention Program.

Student Involvement Programs

We continue to offer extra-curricular activities such as safety patrol, Battle of the Books teams, chorus, Beta Club, author's club, and the recycling club, morning news anchors, afterschool enrichment classes, and PTA Reflections.

Mission, Vision, and Beliefs

Pelham Road Elementary certified staff members and representatives from stakeholder groups met throughout the 2014-2015 school year to review and amend the Beliefs, Vision, and Mission of our school. The group was divided randomly into 8 groups which discussed each topic following a brief explanation. This activity generated a lot of good interaction and discussion. Over the course of the next month, the results of the inventory were presented and final revisions were made to the Beliefs, Vision, and Mission statements.

- Our mission of Prepare, Respect, Enrich, and Succeed (PRES) embodies our beliefs that all children can learn at high levels. The mission is being realized through the team efforts and examples set by our staff, parents, and other community volunteers.
- Our staff believes that effective learning must include curriculum and instruction that are aligned with common core and state standards, integrated, and include opportunities for the use of technology and writing in all areas. Character education, after school enrichment opportunities, and mainstreaming provide a well-rounded education for all our students. In addition, our instruction is multi-level, takes place in individual, small, and large groups, and addresses the diverse learning styles of our population. A variety of assessments inform our instruction such as standardized tests, rubrics, benchmarks, conferencing, project based, observation, and peer and student evaluations. Differentiated testing models are used to insure that all students have the opportunity to show mastery in subject areas. They are utilized on an individualized basis. Our environment is enhanced through a community atmosphere, flexible scheduling in the Media Center, high expectations, a supportive administration, and a highly qualified and collegial staff.
- Due to these beliefs, we envision a school where there is mutual respect, responsibility and cooperation among the home and school community, the curriculum meets the needs of all students, and the environment is safe and inviting to all.

Data Analysis and Needs Assessment

The focus on Pelham Road Elementary is to provide equal education opportunities to all students, promote attitudes of self-worth, responsibility, success and confidence and provide a rigorous, comprehensive instructional program. Our comprehensive instructional programs focuses on education as a shared responsibility between students, home, and staff. Student achievement and the academic growth of our students continue to be our top priority. We analyze data to determine school goals that address the academic needs of all students and ensure that our long range plans promote continuous improvement. The long range plan and goals are consistent with Greenville County Schools Education Plan, which consists of five strategic goals. Our focus will be on goals 1, 2, and 3 of the district plan with activities and strategies designed to support goals 4 and 5.

School District of Greenville County Strategic Education Plan

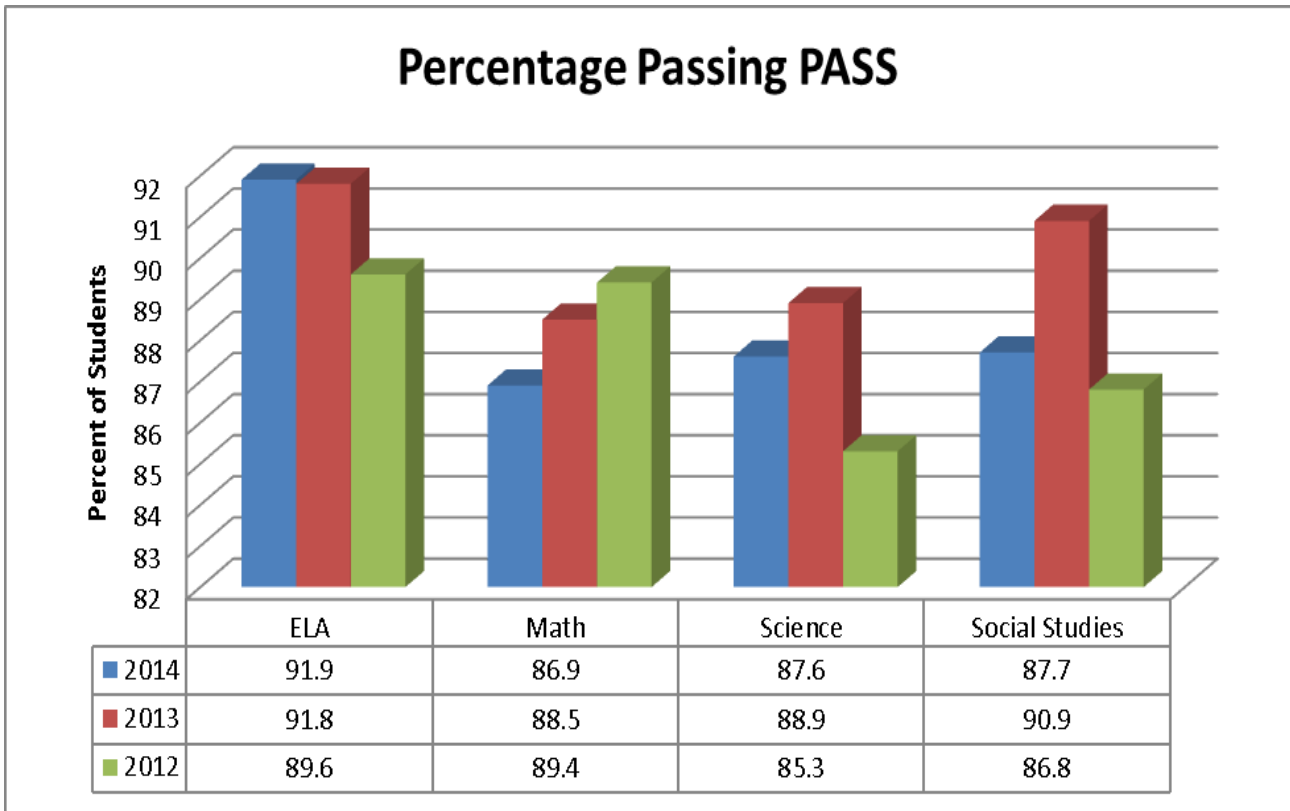
1. Raise the Academic Challenge and Performance of each student
2. Ensure quality personnel in all positions
3. Provide a school environment supportive of learning
4. Effectively manage and further develop necessary financial resources
5. Improve public understand and support of public school

Student Achievement Needs Assessment

Summary of the findings of student achievement:

- Pelham Road Elementary poverty index has decreased from to
- ESEA letter grade of 92.9 “A” for the 2013-2014 school report card
- Earned an Excellent/Good report card rating
- 91.9% ELA
- 86.9% math
- Students in grades 3 – 5 continue to score above the district and state average in math and ELA
- We continue to be concerned about the achievement gap within our African-American and disabled populations in ELA, however, we are pleased to have received the Palmetto Gold Award for academic performance.
- Over 65% of our students in grades 2-5 made their MAP target RIT goals in the area of reading.
- Over 64% of students in grades 2-5 made their MAP target RIT goals in the area of math.
- Students in grade 2-5 continue to score above district average on MAP in reading and math.
- Students in grade 2 -5 continue to score above national average on MAP in reading and math.

**Pelham Road Elementary
Comparison of PASS Data**



ELA

ELA All Students									
	3 rd Grade			4 th Grade			5 th Grade		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
% Passing	94.3	90.0	93.2	87.8	97.2	91.7	86.9	88.2	91.0
Exemplary	87.7	79.1	80.3	48.7	66.4	62.4	55.6	55.5	54.1
Met	6.6	10.9	12.8	39.1	30.8	29.4	31.3	32.8	36.9
Not Met	5.7	10.0	6.6	12.2	2.8	8.3	13.1	11.8	9.0

ELA Subgroup Results Percent of Students Scoring “Met” and “Exemplary”									
	3 rd Grade			4 th Grade			5 th Grade		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
African American	N/A	N/A	85.0	76.5	90.0	70.0	92.3	62.5	63.6
White	96.4	95.3	95.1	87.7	97.5	95.3	90.1	90.7	94.0
Disabled	72.2	61.5	53.3	50.0	84.6	65.0	61.5	52.9	70.0
Subsidized Meals	83.3	70.8	85.2	84.0	95.0	77.8	64.7	73.1	81.8

Math

Math All Student									
	3 rd Grade			4 th Grade			5 th Grade		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
% Passing	93.4	87.4	89	87.9	92.6	88.1	87.0	85.5	83.8
Exemplary	66.0	66.7	72.9	58.3	58.3	59.6	48.0	52.5	45.0
Met	27.4	20.7	16.1	29.6	34.3	28.4	39.0	33.3	38.7
Not Met	6.6	12.6	11.0	12.2	7.4	11.9	13.0	14.2	16.2

Math Subgroup Results Percent of Students Scoring “Met” and “Exemplary”									
	3 rd Grade			4 th Grade			5 th Grade		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
African American	N/A	N/A	90.5	52.9	50.0	70.0	69.2	56.3	54.5
White	94.0	90.6	92.8	92.6	96.3	91.8	88.9	88.4	89.2
Disabled	66.7	53.8	46.7	56.3	53.8	60.0	53.8	52.9	45.0
Subsidized Meals	88.9	66.7	82.1	76.0	85.0	74.1	70.6	73.1	59.1

Writing

Writing All Students						
	3 rd Grade		4 th Grade		5 th Grade	
	2013	2014	2013	2014	2013	2014
% Passing	87.2	92.4	92.5	84.4	86.7	91.9
Exemplary	58.7	71.2	55.7	57.8	59.2	59.5
Met	28.4	21.2	36.8	26.6	27.5	32.4
Not Met	12.8	7.6	7.5	15.6	13.3	8.1

Science

Science All Students									
	3 rd Grade			4 th Grade			5 th Grade		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
% Passing	94.1	86.2	88.3	81.7	92.6	85.3	80.0	88.1	89.3
Exemplary	56.9	50.0	45.0	20.9	40.7	30.3	44.0	37.3	41.1
Met	37.3	36.2	43.3	60.9	51.9	55.0	36.0	50.8	48.2
Not Met	5.9	13.8	11.7	18.3	7.4	14.7	20.0	11.9	10.7

Social Studies

Social Studies All Students									
	3 rd Grade			4 th Grade			5 th Grade		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
% Passing	94.5	88.7	91.4	86.1	95.4	91.7	80.0	88.8	80.0
Exemplary	74.5	67.9	60.3	50.4	67.6	58.7	40.0	49.25	45.5
Met	20.0	20.8	31.0	35.7	27.8	33.0	40.0	39.3	34.5
Not Met	5.5	11.3	8.6	40.0	4.6	8.3	20.0	11.5	20.0

Elementary and Secondary Education Act

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Art (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years.

ESEA Rating for Pelham Road Elementary

- **Overall Weighted Points Total: 92.9**
- **Overall Grade Conversion: A**

Iowa Test of Basic Skills (ITBS) and Cognitive Ability Test (CogAT)

The Iowa Test of Basic Skills (ITBS), a nationally normed test, is given to second grade students in the fall along with the Cognitive Ability Test (CogAT) to identify students for the Gifted and Talented Program (Challenge). The ITBS provides an in-depth assessment of students' achievement of important educational objectives and was developed primarily for the purpose of supporting instruction. Classroom teachers use information derived from administering the reading, language, and math tests to assist them in assessing curriculum strengths and weaknesses. Scores also help teachers make decisions about selecting instructional materials or methods, forming instructional groups, providing remediation or enrichment, and assessing individual student needs. Our goal is to meet or exceed the national norm of 50th percentile in each subtest of the ITBS.

Teacher and Administrator Quality

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students. ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels.

In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds.

INDUCTION: First year teachers are given Induction Contracts. Greenville County uses a First Year Success program to assist first year teachers in their Induction Year. Vital to this First Year Success program is a Mentoring Program. In their first year, teachers are assigned a trained mentor in their building to assist them as needed. They are also given written feedback periodically throughout the school year by their administrator and their mentor. In addition, First Year Success Seminars are held 5 times during the school year. The purpose of these seminars is to provide Induction teachers with a knowledge base of the PAS-T Performance Standards and to prepare them for formal evaluation. Induction Teachers are required to maintain a portfolio that is reviewed by their administration at the end of the school year.

ANNUAL: Teachers can also be issued an Annual or Annual Diagnostic Assistance (ADA) Contract. Teachers holding an Annual Diagnostic Assistance contract are in many cases those teachers who have never taught in South Carolina before and come to Greenville County Schools with at least two years of successful experience

from out of state. Some teachers are given an ADA contract because they may need an additional year of support prior to a formal evaluation year. Teachers with ADA contracts are supported with a trained mentor and are coached informally on the PAS-T system. In some cases, ADA contract teachers are also given an ADEPT Teacher Leader to help in assisting and developing them.

Teachers in their second year of teaching or those teachers who held an ADA contract the previous year, are formally evaluated using the PAS-T model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three person team is made up of a building level administrator, an ADEPT Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

CONTINUING: Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook. Overview of the Performance Assessment System for Teachers (PAS-T)

The PAS-T System has 8 Performance Standards

Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.

1. Knowledge of Curriculum, Subject Content, and Developmental Needs
2. Instructional Planning
3. Instructional Delivery
4. Assessment
5. Learning Environment
6. Communication
7. Professionalism
8. Student Achievement

Each Performance Standard is rated on a four point scale.

1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.
2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria
3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results
4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria

Information on a teacher's performance is collected using multiple data sources.

Teachers will maintain information on their performance in a Portfolio. Teachers will also distribute Student Surveys. Observations, either formal or informal will be conducted by the members of the evaluation team. Teachers will use the process of Academic Goal Setting to show how the work of the teacher results in student progress.

We believe in providing teachers and staff members with quality professional development to support school goals. Our professional development plan is developed with input from all stakeholders in order to promote a community of professional learners.

Professional Development/Meeting Calendar Pelham Road Elementary School 2014-2015

Color Codes: **Faculty Meeting**, **PLC Meetings**, **Grade Level Meetings**, **Faculty Council**, **Leadership**, **PTA**, **SIC**

Date	Activity	Description	Responsible Party
August 12	Breakfast Welcome Back	Welcome back from Mr. McCray. Mr. McCray will review PASS data and set vision for the year.	LaVelle McCray
August 13	PLC Meeting	Set the tone and purpose of meeting with PLC for the year.	LaVelle McCray
August 15	PTA Lunch PTA Board Meeting	Purpose and goal of PTA with a discussion on how PTA can be more helpful	PTA President
August 18	Meet the Teacher	Meet and greet with parents and new students.	Staff
September 3	Leadership	Setting a purpose and vision for the year and ways we will monitor. Focusing on our disabled population	LaVelle McCray Prochaska, Baker, Brice, Manuel
September 3	Staff Meeting	MAP Training	Marleen Baker
September 8	Grade Level IC	Discuss data. Identify strengths and weakness of the grade level. Develop a disable tracker.	Markeen Baker Leadership
September 8	Open House	Procedures, routines, and year at a glance	PTA Board
September 10	PLC Meeting	Each PLC will meet and discuss how they will collect, analyze, and reflect on data to help drive our instruction for the 2014-2015 school year	PLC Members
September 11	IC Meeting at MT	Welcome, beginning of the year, overview of the year	LaVelle McCray Marleen Baker
September 16	Grade Level Meeting	Meeting with IC to discuss and track common assessment data (disabled pop)	Marleen Baker
September 24	SIC Meeting	Introduce the new committee	Andrea Hargette
September 30	Leadership Meeting	Review lesson plans, websites, and observations. Report of MAP data results	LaVelle McCray Prochaska, Baker, Brice, Manuel
October 1	Faculty Council	Discuss and review disable population data. Take input on ways we can monitor and adjust to better meet their needs. Concerns, questions, comments	LaVelle McCray Carrie Prochaska
October 2	Goals Conference	Present our goals and data to Ms. Byrd	L. McCray C. Prochaska Baker, Brice, Manuel
October 3	PTA	PTA Board Meeting	Board Members
October 6	Leadership Meeting		
October 8	Professional Development	Karen Bailey will meet with staff to discuss autism and how to calm students down during a crisis.	Karen Bailey
October 13	Grade Level Meeting	Goals conferences, data review, balanced literacy updates	Marleen Baker

October 15	PLC	Analyze and reflect on assessment data. What implications can be drawn that would impact our classroom instruction?	LaVelle McCray
October 16	Goals Conferences	Teachers meet with administration to review their goals for the year.	LaVelle McCray Leadership Team
October 20	Professional Development	Laurie Baker will be here to work with our teachers on implementing Balanced Literacy	Laurie Baker
October 22	Grade Level Meetings	Grade levels will meet to review unit assessment data	Grade Level Teams
October 29	SIC		Andrea Hargette
November 5	Faculty Council		LaVelle McCray
November 7	PTA	PTA Board Meeting	Board Members
November 10	Grade Level with IC	Analyze/Reflect on math data, review visit from Ms. Byrd, Intro Chrome Books	Marleen Baker
November 12	PLC	Before starting PLC, Carrie Prochaska will review A-Team procedures and Laura Reeder will review Challenge requirements.	LaVelle McCray
November 19	Professional Development	Heather Herdt and Carrie Garrison will discuss students with autism and sensory issues and helpful tips for the classroom	Heather Herdt Carrie Garrison
December 2	Balanced Literacy	Focus on Balanced Literacy implementation	Laurie Baker
December 3	Faculty Council		LaVelle McCray
December 5	PTA	PTA Board Meeting	Board Members
December 8	Grade Level with IC	Analyze/Reflect on Science Data, updates on ACT Aspire, Curriculum Pacing, and Book room	Marleen Baker
December 10	PLC	Analyze and reflect on assessment data. Read an article about grading. Discuss our grading procedures and expectations from grade level to grade level. What do we grade, why do we grade it, and what expectations/messages are we sending?	LaVelle McCray
December 17	Professional Development	Using visual cues for students with autism	Traci Sorgenfrei
January 7	Faculty Council		LaVelle McCray
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January 21	Professional Development	K-2 Vertical Teaming – Checklist and Grading 3 – 5 ACT Aspire Inservice	Marleen Baker Carrie Prochaska
January 28	Professional Development	Chrome Book Training	District Trainer
January 28	SIC		Andrea Hargette
February 4	Faculty Council		LaVelle McCray
February 9	Grade Level with IC	Review/Reflect on Writing Prompts and school visits. Hand out growth targets for each teacher (MAP)	Marleen Baker
February 11	Professional Development	Chrome Book Training	District Trainer
February 11	PLC	Analyze and reflect on assessment data.	Committee

		Read an article about teamwork and planning.	Members
February 24	Professional Development	Laurie Baker will observe each classroom and give feedback to teachers	Laurie Baker
February 25	Professional Development	Chrome Book Training	District Trainer
March 4	Faculty Council		LaVelle McCray
March 9	Grade Level with IC	Analyze/Reflect on ELA assessment. Review pacing and standards to ensure we are on track with district pacing.	Marleen Baker
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April 15	Professional Development	ACT Aspire/PASS Testing In-service	Carrie Prochaska Marleen Baker
April 22	Grade Level	Develop a "dream schedule" for next school year.	Grade Level Memebers
April 29	Social	Celebration	Leadership
May 6	Faculty Council		LaVelle McCray
May 13	PLC	Analyze and reflect on assessment data. In looking at next year, what benifical information can your PLC share that will impact our instructional curriculum?	Committee Members
May 20	Professional Development	Review technology plan for the upcoming years. Have grade levels provide input on professional development for the 2015-2016 school year.	LaVelle McCray Marleen Baker
May 27	Staff Meeting	End of the Year Celebration	LaVelle McCray
June 2-5	Staff	End of the Year Goals Conferences	LaVelle McCray Carrie Prochaska

**School Climate Needs Assessment
School Climate Surveys**

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement. Baseline data was gathered during the 2011-12 school year to serve as a reference point for comparing changes in perception over time

Survey responses are recorded in the chart. Results indicate that the respondents were quite satisfied with Pelham Road.

	Teachers	Students	Parents
Number of surveys returned	43	105	72
Percent satisfied with learning environment	100.0%	96.2%	93.1%
Percent satisfied with social and physical environment	100.0%	93.3%	91.7%
Percent satisfied with school-home relations	100.0%	100%	88.9%
My child/I feel safe at school during the school day	43	105	72

Needs Assessment for School Climate: (Parent Survey)

According to our parent survey from the 2012 school report card, 91% of our parents indicated satisfaction with school-home relations, which was the lowest percentage concerning our school climate. We will continue to implement strategies to improve our school-home relations with our parents and the community.

Teacher/Student Attendance Rate			
	2012	2013	2014
Student Rate of Attendance			
Teacher Rate of Attendance			

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				

Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

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

Baseline data to be established in 2014-15.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

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

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

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

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

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

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

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	78 th percentile			

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
1. Teachers will integrate Common Core State Standards in lesson planning.	2013-2018	Teachers Leadership Team	None	None	Teacher Lesson Plans Observations Feedback from Leadership Team
2. Teachers will participate in vertical articulation meetings about Common Core State Standards.	2013-2018	Leadership Team Vertical Team ELA Chair	None	None	Vertical Team Minutes Observations Feedback from Leadership Team
3. Teachers will use Curriculum Maps on district portal to plan instruction.	2013-2018	Leadership Team, Teachers	None	None	Lesson Plans Long Range Plans
4. Provide teachers with training and resources in order to help them integrate technology into curriculum, instruction, and assessment.	2013-2018	Leadership Team Teachers	None	None	Professional Development Calendar Classroom Observations
5. Teachers will provide enrichment and remediation with Common Core ELA and Math standards and higher order thinking skills using tiered instruction and educational technology	2013-2018	Leadership Team Teachers	None	None	Computer Lab Tiered Instruction Lesson Plans Track Data
6. Teachers will use Balanced Literacy instructional strategies, including small group reading to increase student reading achievement.	2013-2018	Leadership Team Teachers	None	Current materials	Lesson Plans Common Assessments
7. Provide teachers training in	2013-2018	RTI Teachers	None	None	AimsWeb

early intervention literacy instruction for identified students in kindergarten through first grade.		Teachers			Summative Data
8. Continue to implement researched based instructional delivery models. I.e. Learning Focused, Project Based Learning, Arts Integration	2013-2018	Teachers	None	None	Lesson Plans Classroom Observations
9. Continue to use the data from a variety of tools and assessments to evaluate student's progress.	2013-2018	Teachers Leadership Team	None	None	PowerSchool MAP Data ITBS PASS Common Assessment AimsWeb

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL:

ANNUAL OBJECTIVE:

DATA SOURCE(S):

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

Professional Development/Meeting Calendar Pelham Road Elementary School 2014-2015

Color Codes: Faculty Meeting, PLC Meetings, Grade Level Meetings, Faculty Council, Leadership, PTA, SIC

Date	Activity	Description	Responsible Party
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		questions, comments	
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		an article about grading. Discuss our grading procedures and expectations from grade level to grade level. What do we grade, why do we grade it, and what expectations/messages are we sending?	
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March 11	Professional Development	Google Chrome Book Training	District Trainer
April 8	PLC	Analyze and reflect on assessment data. What implications can be drawn that would impact our	Committee Members

		classroom instruction?	
April 13	Grade Level with IC	Analyze/Reflect on Math assessment. Analyze our Spring MAP test results	Marleen Baker
April 15	Professional Development	ACT Aspire/PASS Testing In-service	Carrie Prochaska Marleen Baker
April 22	Grade Level	Develop a "dream schedule" for next school year.	Grade Level Memebers
April 29	Social	Celebration	Leadership
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STUDENT ATTENDANCE

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual			92.9				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual			78				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

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

STUDENT SATISFACTION – LEARNING ENV.

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual			98.0				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

TEACHER SATISFACTION – LEARNING ENV.

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual			100.0				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual			94.7				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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

STUDENT SATISFACTION – SAFETY

Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

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

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

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual			96.4				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

TEACHER SATISFACTION – SAFETY

Student Achievement Teacher/Administrator Quality School Climate Other Priority

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

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

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X					
School Actual			99.2				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

Pelham Road Elementary School

100 All Star Way
Greenville, SC 29615

Grades

Enrollment

Principal

Superintendent
Board Chair

K-5 Elementary School

702 Students

W. LaVelle McCray

Mr. Burke Royster

Mr. Chuck Saylor

864-355-7600

864-355-3100

803-360-3527

THE STATE

OF SOUTH CAROLINA

2014 ANNUAL SCHOOL

REPORT CARD

RATINGS OVER 5-YEAR PERIOD

ABSOLUTE RATING

Good

Good

Excellent

Excellent

Excellent

YEAR

Excellent

Excellent

Excellent

Excellent

Excellent

GROWTH RATING

2014

2013

2012

2011

2010

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good - School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average - School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk - School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://www.eoc.sc.gov>

Pelham Road Elementary School

2301079

Percent of Student SC PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2013-14 whose 2012-13 test scores were located

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

South Carolina Palmetto Assessment of State Standards (SC PASS)

11/14/2014

94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Good	At-Risk	Below Average	Average	Excellent
0	0	22	1	0

South Carolina Palmetto Assessment of State Standards (SC PASS)

Elementary Schools with Students Like Ours Elementary Schools Statewide Our School

Students Like Ours

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

Definition of Critical Terms

"Exemplary" means student demonstrated exemplary performance in meeting the grade level standard.

Exemplary

"Met" means student met the grade level standard.

Met

Not Met

"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

I/S-Insufficient Sample

N/A-Not Applicable

N/C-Not Collected

N/AV-Not Available

N/R-Not Reported