

Summit Drive Elementary School

“Where Every Student is a Star!”



Summit Drive ~ Where the Stars Shine Brighter!

Updated 2015

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

**Greenville County Schools
Mr. Burke Royster, Superintendent
2014-15 through 2017-1018**

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**COVER PAGE FOR SCHOOL PLANS
SCHOOL INFORMATION AND REQUIRED SIGNATURES**

Summit Drive Elementary SCHOOL

Greenville SCHOOL DISTRICT
SCHOOL RENEWAL PLAN FOR YEARS 2013-2018
SCHOOL RENEWAL ANNUAL UPDATE FOR 2015-2016

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. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Hope Taylor		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mrs. Kelly Hellams		
PRINTED NAME	SIGNATURE	DATE

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STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

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

<i>POSITION</i>	<i>NAME</i>
1. PRINCIPAL	Mrs. Kelly Hellams
2. TEACHER	Amy Newton (TOY)
3. PARENT/GUARDIAN	Cady Johnson
4. COMMUNITY MEMBER	Rev. Ruth Harrison
5. SCHOOL IMPROVEMENT COUNCIL	Hope Taylor
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<i>POSITION</i>	<i>NAME</i>
Administrative Assistant	Jan Barrett
Instructional Coach	Pell Fain
Special Education	Chris Minard
PTA President	Cady Johnson
Teacher	Heather Sherman

***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 PLANS (Mandated Component)

Act 135 Assurances

Assurances, checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable Act 135 requirements.

- X** **Academic Assistance, PreK–3** The school/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). Provide a good example of academic assistance services for PreK–3 by referencing a page number of the plan along with the number of the **Math** goal, strategy 7-9, or activity 7-9.
- X** **Academic Assistance, Grades 4–12** The school/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). Provide a good example of academic assistance services for grades 4–12 by referencing a page number of the plan along with the number of the **Math** goal, strategy 5, or activity 5; ELA strategy 3 and 10.
- X** **Parent Involvement** The school/district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, 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. Provide a good example of parent involvement by referencing a page number of the plan along with the number of the **School Climate** goal, strategy 8, 11 or activity 8, 11.
- X** **Staff Development** The school/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*. Provide a good example of staff development by referencing a page number of the plan along with the number of the **Math** goal, strategy 2, or activity 2; Reading 15, 17.
- X** **Technology** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Provide a good example of the use of technology by referencing a page number of the plan along with the number of the goal 6, 7 pg. 60.
- X** **Innovation** The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds by referencing a page 60.
- X** **Recruitment** The school/district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.
- X** **Collaboration** The school/district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

- X **Developmental Screening** The school/district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- X **Half-Day Child Development** The school/district provides full-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- X **Best Practices in Grades K–3** The school/district provides in grades K–3 curricular and instructional approaches that are known to be effective in the K–3 setting.
- X **Developmentally Appropriate Curriculum for PreK–3** The school/district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- X **Parenting and Family Literacy** The school/district provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This program 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. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.
- X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The school/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.
- X **The School-to-Work Transition Act of 1994 (STW)** The school/district provides required STW programs for grades 6–12, and STW concepts are a part of the developmentally appropriate curriculum for K–12.

Mr. Burke Royster

Superintendent's Printed Name
(for district and school plans)

Superintendent's Signature

Date

Mrs. Kelly Hellams

Principal's Printed Name

Principal's Signature

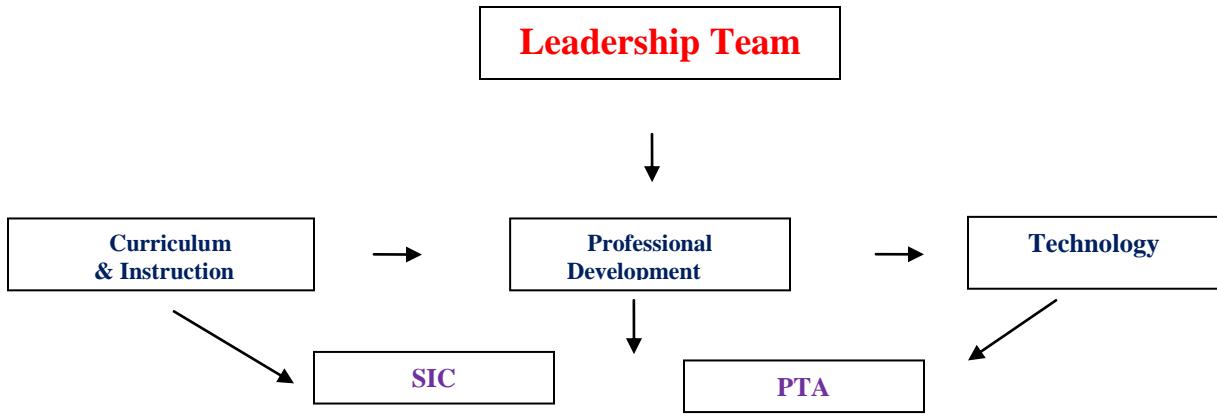
Date

Introduction

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

The school committees in place are professional development, curriculum and instruction, technology, student services and faculty council, which consists of grade level team leaders. The principal, administrative assistant, instructional coach and a lead teacher chair each committee along with teacher co-chairs. The faculty and staff along with parent members of SIC and PTA assist in the review of the school portfolio and action plan yearly. Everyone graciously contributes to the partnership and strategic planning process at Summit Drive Elementary School.

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



Executive Summary

Needs Assessment for Student Achievement

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

Needs Assessment for Teachers and Administrator Quality

- Increase student achievement in English Language Arts, math, science and social studies skills through Common Core Standards (CCS).
- Create common assessments in reading, math, science and social studies throughout the school year and utilize formative assessments to guide instruction prior to summative assessments.
- Train and utilize the Rubicon Atlas system for planning and instructional delivery.
- Continue to enhance science curriculum through the science lab and extension programs. (i.e. butterfly garden, compost project, organic garden, recycling, etc.)

- Improve communication with parents, outside agencies and organizations to yield more involvement and participation in the school.
- Continue to use Quality Tools with students to collect data, establish goals and encourage student self-assessment for continuous improvement.
- Continue to gain knowledge and practice of the authentic writing process throughout the school and community.
- Increase knowledge and practice of Learning Focused instructional strategies. (Version 7)
 - Continue to implement a balanced literacy approach (Fountas and Pinnell) so that students on various reading levels are best served.
 - Continue RTI in kindergarten and first grades. A Reading Interventionist will implement leveled literacy intervention in first and second grades.
 - Continue to use Thinking Maps school-wide.

Needs Assessment for School Climate

Student Survey

- Students remarked about their favorite things about school include nice teachers, math, science, and having the chance to make friends.
- Student's least favorite thing about school varied from social studies, reading, and the fact that it is six and a half hours long. One student even stated, "They would have to think about that one."
- Students have some creative ways to make our school a better place. For example, one student would like to start a club called Green Summits. They would work in the garden after school and grow crops for the homeless shelters. Another student would like to be able to go to challenge whenever they would like.
- Three students agree that our school would be a better place if people were not bullied.
- Several students felt they would not change anything about Summit Drive.

Teacher Survey

While the faculty's perception of Summit Drive is astoundingly positive, a small amount still voiced areas of concern through the survey. The following statements were taken from the AdvanceEd survey that the faculty views as room for improvement:

- Our school has sufficient computers for instructional use
- Computers are used effectively for instruction at my school
- There is sufficient space for instructional programs at my school

Parent Survey

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

- My child's teachers contact me to say good things about my child
- My child's teachers tell me how I can help my child learn
- My child's teachers invite me to visit my child's classrooms during the school day
- My child's school includes me in decision making
- My child's school gives me information about what my child should be learning in school

Significant Challenge in past three years

- Continuing to implement Balanced Literacy with fidelity and greater ease in 2013-present (Fountas and Pinnell)
- Supplying materials for small-group leveled reading
- Common Core Standards implementation
- Becoming proficient using Rubicon Atlas system consistently

Significant Accomplishments/Results in past three years

- Gold Award Recipient 2013 student achievement
- A rating from AMO report (2013)
- 1st school in SC to implement the WATCH D.O.G. S. program (Dads of Great Students)
- 1st school in district to implement LLI in grade 1 and 2 (2012-present)
- Received \$5,000 grant from Lowes (2013)
- Recognition in local, district and state Reflections contest
- Achieved Exemplary Writing status from 2010 - 2012
- 2011 District Teacher of the Year- Taunja Pool, 5th grade
- 2012 State Teacher Finalist- Taunja Pool, 5th grade



Summit Drive School Profile

Summit Drive Elementary School is a neighborhood school located in the city of Greenville. The school opened in 1953 and a new building was built behind the old one in 2001. Over the past nine years, Summit Drive's enrollment has increased from 360 to 480 students and serves five year-old kindergarten through grade five. The community that Summit Drive serves is eighty years old. Our school has had a long-standing tradition of support from the neighborhood.

The student population at Summit Drive is very diverse. We have a total population of approximately 480 students. There are 54% Caucasian students, 20% African American students, 18% Hispanic students, 1% Asian and less than 1% American Indian/Alaskan. Free and reduced lunch is provided to approximately 51% of the students at Summit Drive. Student attendance is maintained at 97%. Our special education population is 4%; and ESOL is 18%.

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

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

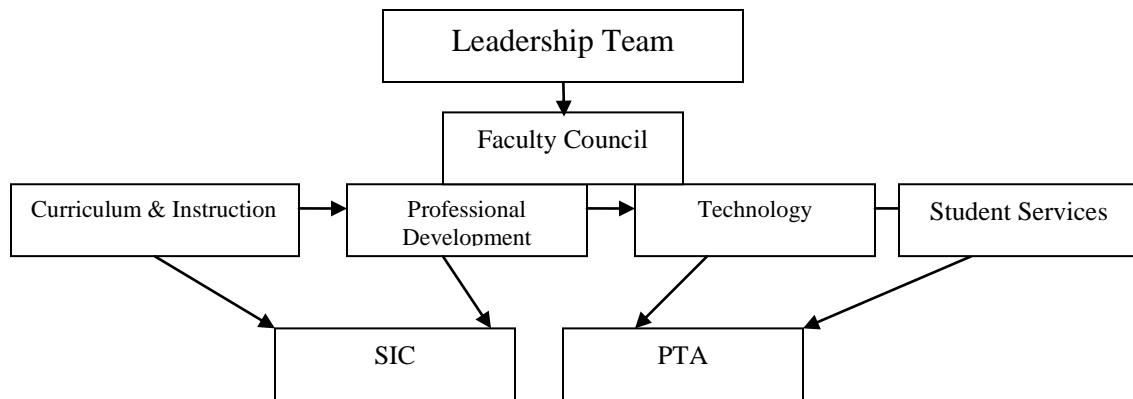
Ms. Jan Barrett joined the administration staff at Summit Drive as its' fourth official administrative assistant. Prior to this assignment, she was the Instructional Coach at Crestview

for nine years. She has taught most elementary grade levels and has been a Reading Specialist. She holds a Masters' Degree in Elementary Administration and Supervision.

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

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

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



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

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

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

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

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

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

Volunteers/Partnerships

PTA volunteer hours exceed 1,000

City Police and Firefighters

Kiwanis Terrific Kid Program

Safe Kids Program

Student teachers/practicum students from area colleges

Governor's School for the Arts

Clemson Architecture students

Greenville Symphony

Northgate Baptist Church

WATCH D.O.G.S.

USC Upstate Partnership

Home Depot Partnership

Analysis of School Personnel Data

Summit Drive's Instructional Faculty and Staff

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

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

Instructional Faculty					
Years of Experience	4-9	10-14	15-19	20-24	24+
No. of Persons	9	4	9	7	3

Instructional Faculty Highest Degree Earned	
Degree	Number of Staff
Bachelor's Degree	11
Master's Degree	12
Master's Degree +30	8
Ph.D.	1
National Board Certification	10

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

Analysis of Student Population Data

Ethnicity	
African American	86
AA/American Indian	4
Hispanic	100
Caucasian	274
White/Asian	6
White/African American	18
Pacific Islander	9
Asian	2
Am. Indian	3
2 or more races	16

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

Academic and Behavioral Features/ Programs/ Initiatives

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

The A-Team Process

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

Community Involvement

The PTA and community support learning in math, language arts, science, and character education. Some of the programs are: Race to Read School-wide Challenge, WATCH D.O.G.S. (Dads of Great Students) mentoring program, holiday meals, Boosterthon, Fall Festival, Kiwanis Terrific Kid Program, Clemson Architecture students, student teachers from Clemson University, USC Upstate, Book Fair, book fair, school store, fifth grade day, and grade level student-led conferences.

School Improvement Council

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

Student Council

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

Common Assessments

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

Writing Assessments

All students complete a writing sample three times per year. The School District of Greenville County's Language Arts Consultant determines the topic and genre. Teachers score the writing samples using the district provided rubrics. These assessments guide writing instruction throughout the year.

Accelerated Reader Book Challenge

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

Response to Intervention

We implemented RTI in 2008 to identify students in kindergarten that were in need of more intense small group instruction. In 2009 we implemented Soar to Success in grade one. Each of these grade levels use the AimsWeb online data program to input data and receive information on how their students are performing. During the 2011-2012 school years, our Instructional Coach and three early childhood teachers took part in the i3 grant that allowed them to receive intense professional development on Reading Recovery strategies. Beginning in 2011, the Instructional Coach taught Reading Recovery half-day to the bottom first graders. Beginning in 2012, two first grade teachers teach *Literacy Leveled Intervention* to struggling first graders. This program allows them to use their training from the i3 grant to provide small groups RTI instruction. This year, one of the first grade teachers that received the training, is the reading Interventionist for our school and provide Literacy Leveled Intervention to struggling first and second graders. The Instructional Coach will continue to serve those first graders most in need with one-on-one instruction through Reading Recovery. Kindergarten teachers will continue to provide RTI to their struggling students.

Reading Specialist

Beginning in 2014, Summit Drive was given a half time reading specialist from federal funds. We are using this position for Reading Intervention based on Map scores. Identified students in grades 3, 4 and 5 receive intervention using Soar to Success.

Guidance Services

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

Extended Day Program

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

Enrichment Programs

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

Fountas and Pinnell

We began Fountas and Pinnell balanced literacy in 2013. The teachers have thoroughly been challenged, yet pleased with the result of their experiences with F and P and are anxious to continue next year. Teachers use the F and P Benchmark Assessment at the beginning of the year to get a baseline of data for leveled grouping. At the end of the year, the assessment is done again in order to determine growth in the students reading levels.

Special Education

The resource teacher uses the SRA reading program with students who attend resource. She recently completed Wilson training and received certification to begin using this program this year. The EMD teachers utilize the Edmark reading program and TouchMath. All of the special education teachers pull different materials from the regular education curriculum for all subject areas.

Math Instruction

Greenville County Schools adopted McMillan-McGraw/Hill in Spring 2009. Greenville County Schools will adopt Houghton Mifflin *Go Math* to be used at the elementary level (grades K-5) for this year. The math instruction is common core standard-based. All teachers have been trained in Every Day Counts Math. Fifteen minutes of instruction provides the following: builds concepts on variety of topics over time, class discussions, multiple representations of important concepts analyzing and predicting patterns, problem solving/multiple paths to a solution. In addition, teachers use manipulatives daily to model mathematical concepts and to assess student's understanding. Teachers also document using checklists with noted dates standards introduced, reinforced and maintained. Assessments include performance tasks open-ended questions, recorded observations, student interviews, journal entries, tests, quizzes, student presentations, student self-assessments.

Social Studies, Science and Health

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

Technology

Summit Drive was refreshed in December 2012 with a new laptop for each teacher, a new computer lab, a new promethean board in the media center, IPads for special education classrooms, and new flat screen televisions used to display school activities and event pictures. Teachers integrate technology through instruction as much as possible. Teachers work with the Media Specialist to plan for research projects. We have an older laptop cart in the media center, and teachers have several older laptops in their classrooms for student use. We have promethean boards in each classroom. We are utilizing Compass regularly and participate in MAP testing three times a year. In Spring 2013, we piloted the Smarter Balance computer assessment

in third and fourth grades. Each of our grade levels participate in virtual fieldtrips at least once a year if not more.

Assessment

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

$$\mathbf{A=93-100 \quad B=85-92 \quad C=77-84 \quad D=70-76 \quad U=Below \ 70}$$

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

Grade Level Meetings

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

School Committees

Teachers in each grade level are represented on the school's Faculty Council. We also have a representative from the teaching assistants, as well as custodial and related arts. We have three special committees that only meet at certain times of the year: Sunshine, Technology and Special Programs. The main two committees of the school include Curriculum/Instruction and Professional Development. These two committees assist in guiding the direction of student achievement in our school.



Mission, Vision and Beliefs

The mission of Summit Drive Elementary School is to encourage continuous learning and increase student achievement. The vision of Summit Drive Elementary School is to encourage students to become life-long learners and responsible citizens. The belief is that all students can learn and that "Every Student is a Star."

Data Analysis and Needs Assessment

Our Growth Rating went from Good to Excellent in 2014. Summit Drive has maintained an Excellent Absolute Rating for four year according to the SDE School Report Card. Our school performance substantially exceeds the standards for progress towards the 2020 SC Performance Vision.

RATINGS OVER 5-YEAR PERIOD		
YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Excellent	Excellent
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Good
2010	Good	Average

The following tables show our data for each grade level over the past three years in each subject area. The bottom of each table shows our overall percent scoring Met/ Exemplary each year.

In Math, 2014 data shows fourth grade our identified area of concern as 69.4% of students were Met/ Exemplary, which is down from 2013 data where this cohort scored 84.9% Met/Exemplary in third grade. The biggest gains in 2014 were at fifth grade where 92.4% of students were Met/ Exemplary in. That was a 10-point gain from the 2013 fourth grade data.

In ELA, Summit Drives overall percent of students scoring met/exemplary decreased almost 5%. Third grades data decreased from 89% Met/ Exemplary in 2013 to 83.1% Met/ Exemplary in 2014. Furthermore, fourth grades ELA percentage decreased to 70.8% in 2014. This cohort of students scored 89% Met/ Exemplary as third graders in 2013. Fifth grade continues to be our leader with 93.8 percent Met/ Exemplary for 2014.

Science was another concern with our overall Met/ Exemplary percentage decreasing from 80% Met/ Exemplary in 2013 to 73% Met/ Exemplary in 2014. Fourth grade's Met/ Exemplary decreased from 80.6% to 68.1 %. This data attributes one half of our science data as all their students were tested in science and only half of third and fifth grade students are assigned the science text. Fifth graders Met/ Exemplary students increased 13. 6% in 2014.

Social studies Met/ Exemplary percentages increased from 80.5% in 2013 to 84% in 2014.

PASS DATA for Summit Drive Elementary School
Three Year Analysis Mathematics

MATHMATICS	Grade 3			Grade 4			Grade 5		
Performance Level	2012	2013	2014	2012	2013	2014	2012	2013	2014
Met/Exemplary	85.9	84.9	83.1	73.8	82.3	69.4	91.1	89.1	92.4
Not Met	14.1	15.1	16.9	26.2	17.7	30.6	8.9	10.9	7.6
Percent Scoring Met/Exemplary (All Students)									
2014	82								
2013	85.1								
2012	82								

Cohort Group –



PASS DATA for Summit Drive Elementary School
Three Year Analysis ELA

ELA	Grade 3			Grade 4			Grade 5		
Performance Level	2012	2013	2014	2012	2013	2014	2012	2013	2014
Met/Exemplary	90.1 →	89 →	83.1 →	71.7	85.2	70.8	84.4	93.8	93.9
Not Met	9.9	11	16.9	28.3	14.8	29.2	15.6	6.3	6.1
Percent Scoring Met/Exemplary (All Students)									
2014	83								
2013	88.3								
2012	80.8								

Cohort Group -  Decline - 

PASS DATA for Summit Drive Elementary School
Three Year Analysis Science

Science	Grade 3			Grade 4			Grade 5		
Performance Level	2012	2013	2014	2012	2013	2014	2012	2013	2014
Met/Exemplary	77.8	87.2	74.3	72.1	80.6	68.1	87	68.8 → Increase	82.4 13.6%
Not Met	22.2	12.8	25.7	27.9	19.4	31.9	13	31.3	17.6
Percent Scoring Met/Exemplary (All Students)									
2014	73								
2013	80								
2012	75.4								

Cohort Group -  Decline - 

PASS DATA for Summit Drive Elementary School
Three Year Analysis Social Studies

Social Studies	Grade 3			Grade 4			Grade 5		
Performance Level	2012	2013	2014	2012	2013	2014	2012	2013	2014
Met/Exemplary	77.8	82.9	88.9	77	72.1	79.2	87.5	90.6	87.5
Not Met	22.2	17.1	11.1	23	27.9	20.8	12.5	9.4	12.5
Percent Scoring Met/Exemplary (All Students)									
2014	84								
2013	80.5								
2012	78.1								

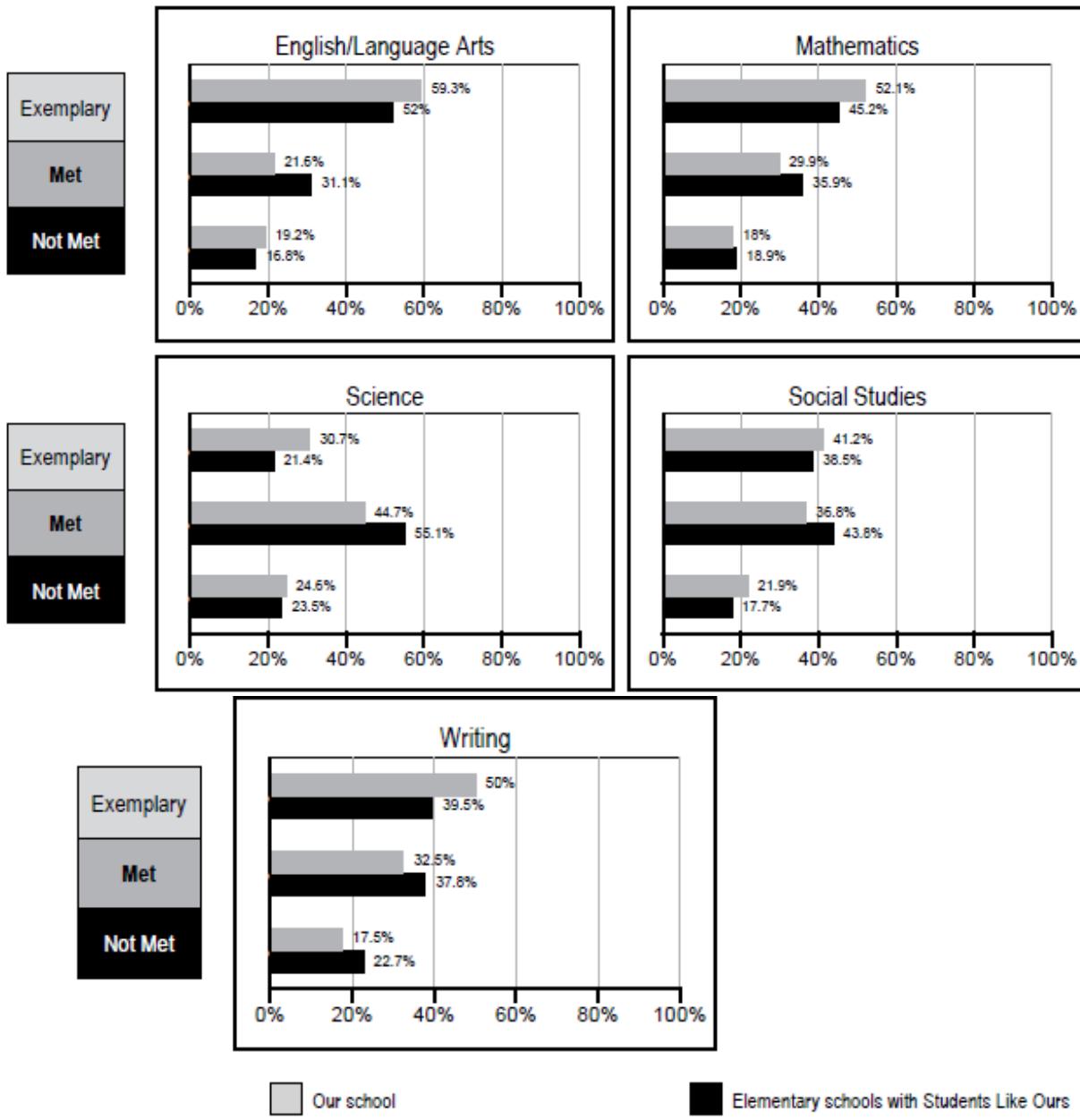
Cohort Group - 



The following three pages show charts of how our students did on PASS compared to elementary schools like ours in 2012, 2013, and 2014. It also tracks the percent of students that scored Exemplary, Met, and Not Met in all subject areas.

PASS Data 2012

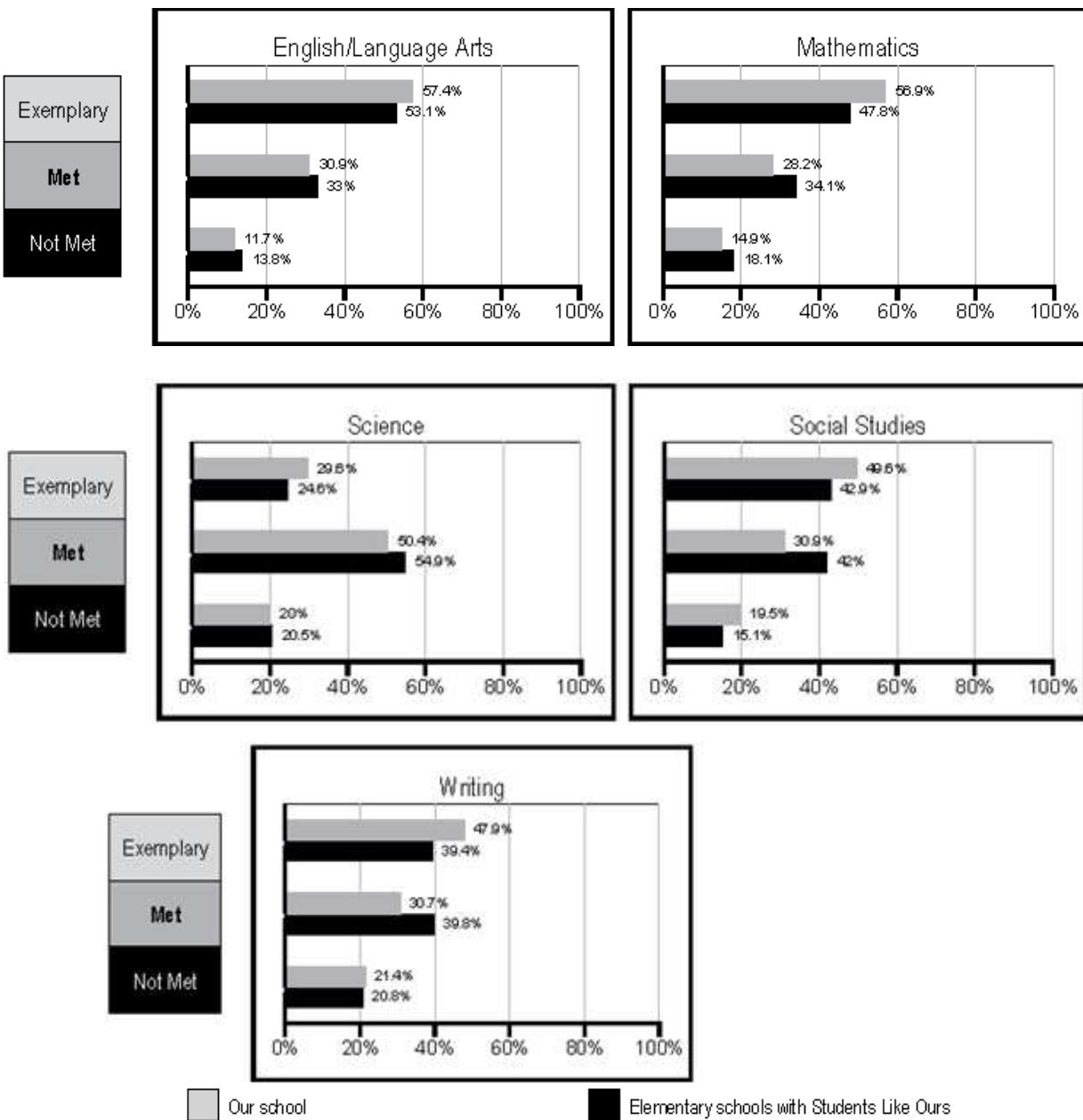
In 2012, our data shows our students at Summit Drive are closing the gap between students scoring not met at other schools like Summit Drive in ELA, Science and Social Studies. In Writing and Math Summit Drive, students scored less percentage points not met than other schools like ours. Overall, ELA fell a few percentage points from the previous year: In 2012, 79.1% percent were Met and Exemplary in comparison to 81% in 2011. Fountas and Pinnell Literacy Program was implemented in 2012-2013 to help teachers better meet the needs of their students in ELA.



The following charts show that Summit Drive met the Mean Score in most areas on PASS for 2012. Science and Social Studies are the exception with African-American and Farm students. Summit Drive received an overall score of 99.7, which is an A for this year's data. Highlighted in red are our lowest sub-groups.

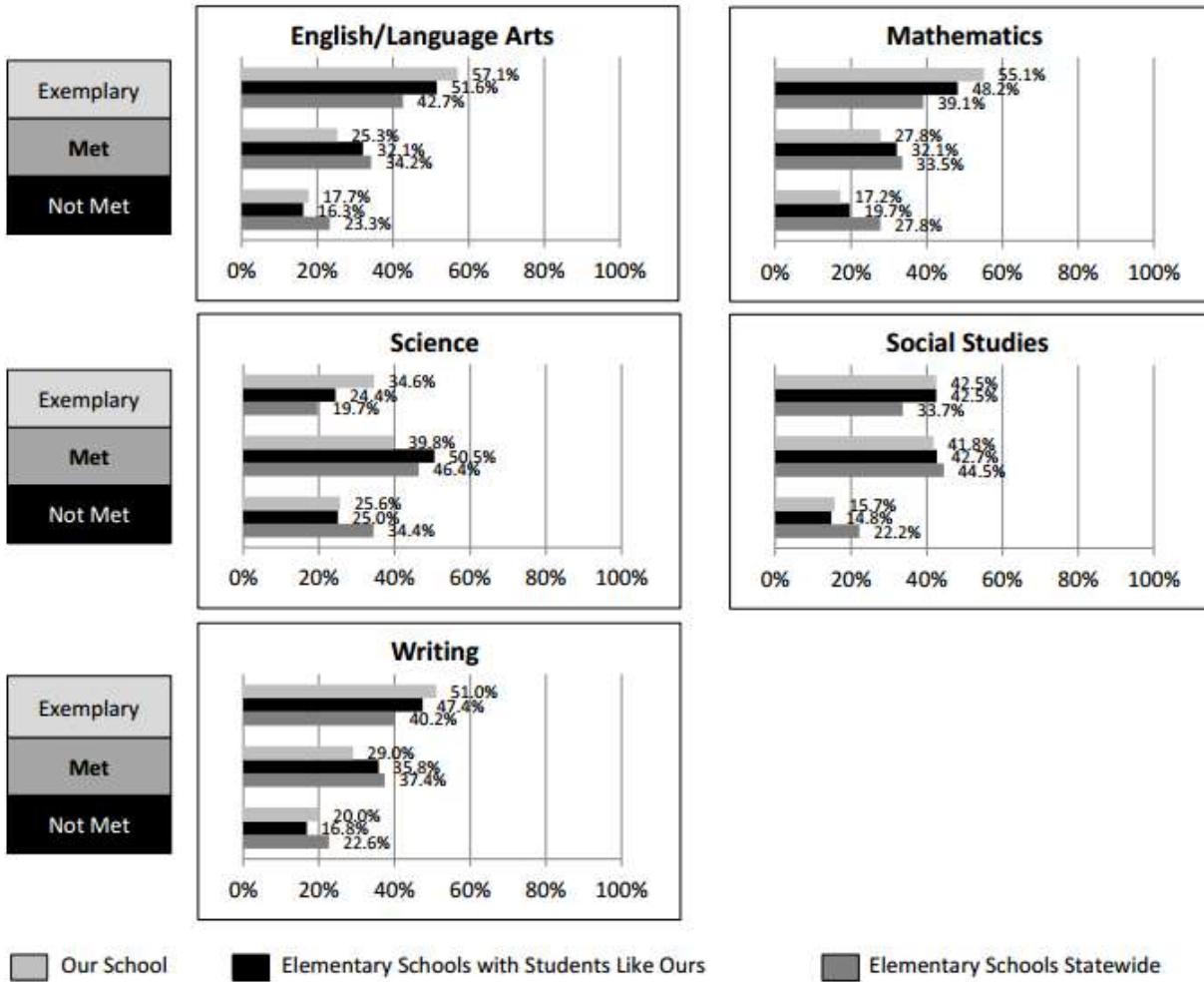
PASS Data 2013

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



PASS Data 2014

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



Our School

Elementary Schools with Students Like Ours

Elementary Schools Statewide

* 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.

Annual Measurable Objectives for South Carolina Pass 2014 Grades 3-5

The following charts show that Summit Drive did not meet the Mean Score of 640 in all areas on PASS for 2014. Two new sub-groups were *students with disabilities* and *students with limited English proficient*. These were our two lowest areas across the subject area. We also scored lower than 640 on *subsidized meals*, *Hispanic* and *African American*. Summit Drive received an overall score of 89.1, which is a B for this year's data.

SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
Grades 3-5							
All Students	658.9	665.4	641.5	655.5	100.0	100.0	100.0
Male	653.6	668.9	642.0	657.8	100.0	100.0	100.0
Female	664.6	661.6	640.8	653.0	100.0	100.0	100.0
White	681.9	691.0	673.1	677.9	100.0	100.0	100.0
African American	631.3	624.5	N/A	N/A	100.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	618.8	630.9	594.3	625.7	100.0	100.0	100.0
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	621.9	618.3	N/A	N/A	100.0	100.0	N/A
Limited English Proficient	612.6	617.7	588.3	N/A	100.0	100.0	100.0
Subsidized Meals	630.4	631.4	609.4	628.0	100.0	100.0	100.0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

PASS Test Scores by Subgroups (Met/Exemplary) Grade 3

Grade 3	ELA Met/Exemplary	Math Met/Exemplary	Science Met/Exemplary	Social Studies Met/Exemplary	Writing Met/Exemplary
All Students	83.1	83.1	74.3	88.9	82.6
Male	80	90	82.4	92.3	80
Female	85.4	78	66.7	87	84
Caucasian (44 students)	93	95.5	94.4	96.2	93
African American (15 students)	57	53.3	70	*Subgroup under 10	57.1
Hispanic (12 students)	75	75	94.4	*Subgroup under 10	75
FARMS	66.7	71.1	59.1	75	66.7
Full Pay	100	97	100	100	100

PASS Test Scores by Subgroups (Met/Exemplary) Grade 4

Grade 4	ELA Met/Exemplary	Math Met/Exemplary	Science Met/Exemplary	Social Studies Met/Exemplary	Writing Met/Exemplary
All Students	70.8	69.4	68.1	79.2	72.6
Male	70	70	65	80	[65.9]
Female	71.9	68	71.9	78.1	[81.3]
Caucasian (33 students)	97	87.9	97	97	90.9
African American (12 students)	58.3	58.3	*Subgroup under 10	66.7	58.3
Hispanic (23 students)	45.5	54.5	45.5	63.6	56.5
FARMS	51.2	53.7	46.3	63.4	57.1
Full Pay	96.8	90.3	96.8	100	93.5

PASS Test Scores by Subgroups (Met/Exemplary) Grade 5

Grade 5	ELA Met/Exemplary	Math Met/Exemplary	Science Met/Exemplary	Social Studies Met/Exemplary	Writing Met/Exemplary
All Students	93.9	92.4	82.4	87.5	85.9
Male	94.7	86.8	84.2	94.7	80.6
Female	92.9	100	80	76.9	92.9
Caucasian (46 students)	97.8	93.5	95.7	91.3	87
African American (9 students)	*Subgroup less than 10	*Subgroup less than 10	*Subgroup less than 10	*Subgroup less than 10	*Subgroup less than 10
Hispanic (9 students)	*Subgroup less than 10	*Subgroup less than 10	*Subgroup less than 10	*Subgroup less than 10	*Subgroup less than 10
FARMS	86.7	83.3	68.8	78.6	82.1

Teacher Administrator Quality

Summit Drive Professional Development Plan is based on our school goals, as stated in our Action Plan, which is data-driven and aligned with the District Education Plan and the No Child Left Behind Act. Our professional development plan focuses on research-based programs, models, and best practices in education. The following table shows the professional development focus for each year. Staff development initiatives over the past four years continue to be on-going and revisited for refresher trainings. Also, new staff meetings are held monthly to introduce new staff to programs and procedures significant to Summit Drive.

2012-2013	2013-2014	2014-2015	2015-2016
Fountas & Pinnell Year 1	Fountas & Pinnell Year 2	Fountas & Pinnell Year 3	Fountas & Pinnell Year 4
Common Core Standards	Common Core Standards	District PD – Standard- based Instruction, Data Driven Instruction, Integration, 21 st Century Instruction	Steam Initiative
Technology Refresh	Rubicon Atlas	Rubicon Atlas (District PD)	District PD
iPad Training	Technology	Student Centered Assessment	

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

Teacher Survey Results

School Climate Needs Assessment

- Which area(s) indicate the overall highest level of satisfaction or approval?

Through the AdvancED survey, forty-seven faculty members of Summit Drive gave their feedback regarding the 2012-2013 school year. The feedback provided was irrefutable and yielded a high level of satisfaction. The survey had questions under the following five sections: the schools purpose and directions, governance and leadership, teaching and assessing for learning, resources and support systems, and using results for continuous improvement. Below are statements that a majority of teachers strongly agreed with:

The faculty felt:

- Our school's purpose statement is clearly focused on student success.
- Our school has a continuous improvement process based on data, goals, actions, and measures for growth.
- Our school's leaders expect staff members to hold all students to high academic standards.
- Our school's leaders provide opportunities for stakeholders to be involved in the school.
- Our school maintains facilities that contribute to a safe environment.
- Our school uses data to monitor student readiness and success at the next level.
- Our school leaders monitor data related to school continuous improvement goals.

Areas in Need of Improvement

➤ **Which area(s) indicate the overall lowest level of satisfaction or approval?**

While the faculty's perception of Summit Drive is astoundingly positive, a small amount still voiced areas of concern through the survey. The following statements were taken from the AdvanceEd survey that the faculty sees room for improvement:

- Our school's leaders hold all staff members accountable for student learning.
- All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.
- All teachers in our school have been trained to implement a formal process that promotes discussion about student learning.
- In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- In our school, staff members provide peer coaching to teachers.
- Our school provided protected instructional time.
- Our school provides high quality student support services.

Constructive criticism along with positive feedback will enable Summit Drive to provide an effective yet positive environment for all stakeholders.

Parent Survey

➤ Which area(s) indicate the overall highest level of satisfaction or approval?

Summit Drive Elementary received feedback from parents regarding the 2012-2013 school year through the AdvancED survey. The survey had one hundred and seventy eight participants and yielded extremely positive feedback from parent's perspective. The survey had questions under the following five sections: the schools purpose and directions, governance and leadership, teaching and assessing for learning, resources and support systems, and using results for continuous improvement. Below are questions that a majority of parents strongly agreed with:

The parents felt:

- Summit Drive's purpose statement is clearly focused on student success
- Summit Drive communicates effectively about the school's goals and activities
- Summit Drive provides opportunities for stakeholders to be involved in the school
- The teachers report on their child's progress in easy to understand language and teachers kept them informed regularly of how their child is being graded
- Summit Drive provides qualified staff members to support students learning
- Summit Drive provides a safe learning environment
- Summit Drive ensures that the facilities support student learning.
- Their child has administrators and teachers that monitor and inform them of his/her learning progress

➤ Which area(s) show a trend toward increasing stakeholder's satisfaction or approval?

- Our school has high expectations for students in all classes.
- Our school provides opportunities for stakeholders to be involved in the school.
- Our school provides a safe learning environment.
- Our school ensures that the facilities support student learning.
- My child is prepared for success in the next school year.

➤ Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Using the State Report Card and AdvancED, we found the following to be a consistent trend toward increasing stakeholder's satisfaction:

- Our school has high expectations for students in all classes.
- Our school provides opportunities for stakeholders to be involved in the school.
- Our school provides a safe learning environment.
- Our school ensures that the facilities support student learning.
- My child is prepared for success in the next school year.

Areas in Need of Improvement

➤ Which area(s) indicate the overall lowest level of satisfaction or approval?

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

- Seven parents felt our school's purpose statement is not formally reviewed and revised with involvement from parents.
- Nine parents felt that not all of their child's teachers give work that challenges their child.
- Eleven parents felt that not all of their child's teachers meet his/her learning needs by individualizing instruction.
- Seven parents felt their child does not see a correlation between educational instruction and his/her everyday life.

Constructive criticism along with positive feedback will enable Summit Drive to provide a positive and safe learning environment.

➤ Which area(s) show a trend toward decreasing stakeholder's satisfaction or approval?

- All of my child's teachers provide an equitable curriculum that meets his/her learning needs.
- All of my child's teachers use a variety of teaching strategies and learning activities.
- All of my child's teachers meet his/her learning needs by individualizing instruction.

➤ What are the implications for these stakeholder perceptions?

Over time, if stakeholders believe that students individualized needs are not being met they will begin to feel isolated. Stakeholders will feel as though they are not being listened to.

➤ Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Using the State Report Card and AdvancED, we found the following to be a trend toward decreasing stakeholder's satisfaction:

- All of my child's teachers provide an equitable curriculum that meets his/her learning needs.
- All of my child's teachers use a variety of teaching strategies and learning activities.
- All of my child's teachers meet his/her learning needs by individualizing instruction.

Student Survey

The students at Summit Drive Elementary represent a diverse community that acknowledges different backgrounds and cultures. During the spring of 2013, students in kindergarten through fifth grade were given a school climate survey. Utilizing an online survey, the questions consisted of sections regarding the climate of the school, the safety of the students, and expectations. In addition, students were given the opportunity to openly comment on the survey.

Throughout the survey, the themes and trends remained consistent. While all the results of the survey are too comprehensive to list, the majority of the results were overwhelmingly positive. The following are a few highlights:

- Students believe their teachers and principals want them to learn. All students surveyed agreed that their teachers want them to do their best.
- Most students felt their teachers use different activities to help them learn.
- In addition, students felt teachers tell them how they should behave and how their work should be completed.
- Students at Summit Drive felt teachers encourage them and let them know when they were performing well.
- Students felt our school has ample books for them to read and computers to use.
- Most students felt they are learning new things that would help them.
- Our students feel safe at school and realize their teacher cares about their students.
- Finally, students at Summit Drive felt as though their principal and teacher help them prepare for the next grade.

Unfortunately, there was not an adequate amount of data submitted from third to fifth graders in which the following information was taken. However, the twenty-two students that participated felt there are a few areas our school needs to work on. From their perspectives, some felt they personally do not use the computer to help them learn even though we have them within the school building. Another concerning area of the students surveyed, felt they are not treated fairly or they are unsure if they are treated fairly. Some students also felt their principal and teachers do not ask them about their opinions and thoughts about the school.

On the open-ended portion of the survey, students were given the opportunity to answer the following questions: *What do you like most about your school? What is one thing you do not like about your school? What is one idea that would make your school a better place?*

- Students remarked their favorite parts about school are the nice teachers, math, science, and having the chance to make friends.
- However, student's least favorite thing about school varied from social studies, reading, and the fact that it is six and a half hours long. One student even stated they would have to think about that one.
- Students have some creative ways to make our school a better place. For example, one student would like to start a club called Green Summits. They would work in the garden after school and grow crops for the homeless shelters.
- Another student would like to be able to go to challenge whenever they would like.
- Three students agree that our school would be a better place if people were not bullied.
- Other students felt they would not change anything about Summit Drive. They like it just the way it is.

Regardless of our successful impact on students, we are determined to work on all areas in need of improvement no matter how small the statistical percentage that was reflected on our survey.

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

	<i>Baseline 2014-15</i>	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.

ACT ASPIRE % TESTED

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on 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	<i>Baseline 2014-15</i>	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	<i>Baseline 2014-15</i>	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				

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

	<i>Baseline 2014-15</i>	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	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	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

ACTION PLAN 2013-2018

ENGLISH LANGUAGE ARTS

<u>STRATEGY</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Provide RTI instruction to support students having difficulty in reading (Kindergarten teachers and interventionist)	2013-2018	K-2 Teachers	0	NA	Intervention Schedule
Assess student data reading growth in grades 5K-1 and special ed. using Aimsweb	2013-2018	K-2 Teachers	0	NA	AimsWeb Data
Integrate ELA Common Core State Standards	2013-2018	All teachers	0	NA	Lesson plans, Observations
Continue Balanced Literacy during ELA Instruction	2013-2018	All teachers	0	NA	Lesson plans, Observations
Monitor standards-based, rigorous instructional strategies	2013-2018	Administration Instructional Coach	0	NA	Lesson plans, Observations
Utilize the Language Arts Curriculum on Atlas/ Rubicon to ensure alignment of Common Core Standards	2013-2018	All teachers	0	NA	Lesson plans, Observations
Attend Common Core district workshops and report back to grade level team	2013-2018	K-5 Teachers	0	NA	Sign-in sheets
Use reading data during student led conferences at the end of the year.	2013-2018	Students, Teachers, Parents	0	NA	Data Notebooks
Use STAR reading program to assess student reading growth in grade 1and 2	2013-2018	1 st and 2 nd grade teachers	0	NA	STAR Reports

Use Fountas and Pinnell assessment kits to level students for guided reading. (K-5)	2013-2018	Instructional Coach, Teachers	\$355/piece	Local Funds	Assessment Results
Use Reading Recovery Training to provide RTI instruction	2013-2018	Instructional Coach, Eggl	0	NA	Observation
Integrate instructional strategies to support critical thinking	2013-2018	All teachers	0	NA	Lesson plans, Observations
Use formative and summative assessments that include common core assessments	2013-2018	All teachers	0	NA	Lesson plans, Observations
Observe best practices by visiting other schools	2013-2018	K-5 Teachers	0	District PD Funds	Summary of visit
Meet the needs of LEP students with focus on reading, writing, vocabulary, and comprehension	2013-2018	ESL teacher	0	NA	Lesson plans, Observations
Continue to support ESOL students daily. (English in a Flash and Compass Learning in morning)	2013-2018	ESOL teacher, Teachers on duty	0	NA	Observations, Reports
Analyze ELA common assessments, MAP and PASS scores	2013-2018	Instructional Coach, K-5 teachers, Administration	0	NA	Reports
Continue using the Race to Read program and students take AR tests	2013-2018	Instructional coach, K-5 teachers, Media Specialist	\$350	PTA	Reading Logs, Teacher Records
Administer and analyze running records	2013-2018	K-5 Teachers, Special Education	0	NA	Running Records
Support multileveled approach to reading by adding various sets of titles and genres to library	2013-2018	K-5, Special Education	\$5,000	Local Funds PTA	Check-out System
Participate in Fountas and Pinnell training	2013-2018	K-5 Teachers	0	District Funded	Log-in
Inclusion for 3 rd , 4 th and 5 th grade students	2013-2018	½ time resource teacher	0	NA	Observation
Participate in the All-Star Reading Incentive provided by the district	2013-2018	Media Specialist, Teachers	0	NA	Participation Log
Participate in Battle of the Books (4 th and 5 th Grades)	2013-2018	Media Specialist	0	NA	Contest @ District level
Part time Literacy Coach works with 3 rd -5 th grade students	2013-2018	Literacy Coach	0	NA	Observation
Continue using "We're All Ears" with 2 nd grade students - dog therapy	2013-2018	2 nd grade teachers	0	NA	Schedule

volunteers					
Author's Visit – 3-5 th	2013-2018	Media Specialist	0	NA	Pictures
Sounds in Motion 4K-5K kinesthetic collaborated phonemic awareness	2013-2018	Speech Therapist	0	NA	Observation and Lesson Plans

Writing

<u>STRATEGY</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Continue school-wide letter writing program	2013-2018	School staff, parents and community	\$50	NA	STAR Mail System
Continue to use district writing benchmarks to assess students' writing.	2013-2018	All teachers	0	NA	Data
Continue to use Thinking Maps to ensure writing across the curriculum	2013-2018	All Teachers, Instructional Coach	0	NA	Observations
Use authentic writing process during Writer's Workshop in all grades	2013-2018	All Teachers	0	NA	Observations, lesson plans, Bulletin Board displays
Continue to use Noggin Notebooks writing in Kindergarten	2013-2018	Kindergarten Teachers	0	NA	Notebooks
Continue to pass STAR Writing notebooks up to the next grade	2013-2018	1-5 grades	\$200	District Funds	Notebooks and samples
Continue response journals that support writing/ELA Common Core goals	2013-2018	1-5 grades	0	NA	Journals
Ensure consistent use of Common Core-aligned rubrics to assess informational, argumentative and narrative writing	2013-2018	All teachers	0	NA	Lesson plans, Observations
Continue to develop integrated curriculum and literacy skills across all core content areas	2013-2018	All teachers	NA	Lesson plans, Observations	All teachers
Ensure students use various ways to publish final writing assignments	2013-2018	All teachers	NA	Lesson plans, Observations	All teachers

MATH

<u>STRATEGY</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Disaggregate math data from MAP and PASS	2013-2018	Administration, Instructional Coach (IC)	0	NA	Assessments, Spreadsheets, Data Walls
Ensure all teachers are trained in Every Day Math Counts and using it into the curriculum daily	2013-2018	Administration, IC, District	0	NA	In-service sheet from Summer Academy Lesson plans
Utilize Math Common Core State Standards	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations
Employ Learning Focus strategies for lesson planning and within the classroom for instruction.	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations
Utilize the Math Curriculum on the portal to ensure alignment of Common Core Standards	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations
Administer common assessments to determine math level and differentiate instruction to meet individual students' needs	2013-2018	Classroom Teachers	0	NA	Results, Common Assessment Data Analysis Form
Employ formative and summative assessments that include Common Core Assessments and Smarter Balance Assessments using Rubicon Atlas	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations
Use Compass Odyssey Computer Program w/Targeted students	2013-2018	Classroom Teachers	0	NA	Compass Reports, Observation
Ensure spiral review of math skills	2013-2018	Classroom Teachers	0	NA	Observation
Administer MAP Survey of goals test	2013-2018	Instructional Coach	0	NA	MAP testing schedule

two times a year to monitor progress toward achievement of MAP Math goal					
First in Math Online Program	2013-2018	Classroom Teachers	0	NA	Online student recognition
Utilize Quality Tools to encourage student goal setting and monitoring of achievement	2013-2018	Students, Classroom Teachers, Parents	0	NA	Student Data Notebooks
Integrate instructional strategies to support critical thinking required for all high stakes testing	2013-2018	Classroom Teachers	0	NA	Lesson plans, Observations
Collaborate weekly during grade level planning to assure collaborative, effective standard driven instruction and differentiation for student needs	2013-2018	Classroom Teachers, IC, Administration	0	General Funds	Lesson plans, Observations

PROFESSIONAL DEVELOPMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

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

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

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

	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100.0	100.0	100.0	100.0
Actual	100.0	100.0				

STRATEGY	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Activity					
Attend and participate in Fountas and Pinnell balanced literacy training (year 2)	2013-2018	Teachers, IC, Administration, District	0	District	Professional Development Portal Observations Attendance Log Sign-in
Attend and participate in school level and district level professional development on Common Core Standards Implementation	2013-2018	IC, Certified Teachers, Administration	0	School District	Professional Development Portal Observations Attendance Log Sign-in Lesson plans

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

	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.9	97.2				
District Projected	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0			

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

PARENT SATISFACTION – LEARNING ENVIRONMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who are satisfied with the learning environment from **100%** in 2012 to **100%** by 2018.

ANNUAL OBJECTIVE: Mantain percentage point annually parents who are satisfied with the learning environment.

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

	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	100	100	100	100	100
School Actual	100	95.1				
District Projected	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 ENVIRONMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who are satisfied with the learning environment from **100%** in 2012 to **100%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **0** percentage point(s) annually students who are satisfied with the learning environment.

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

	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	100	100	100	100	100
School Actual	97.4	93.5				
District Projected (ES, MS, and HS)	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 ENVIRONMENT

Student Achievement Teacher/Administrator Quality School Climate Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from **100%** in 2012 to **100%** by 2018.

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

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

	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	100	100	100	100	100
School Actual	100	100				
District Projected	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: Maintain and/or increase the percent of parents who indicate that their child feels safe at school from **97.5%** in 2012 to **98%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **.1** percentage point(s) annually parents who indicate that their child feels safe at school.

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

	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	97.6	97.7	97.8	97.9	98
School Actual	97.5	97.6				
District Projected	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: Maintain the percent of students who feel safe at school during the school day from **100%** in 2012 to **100%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **0** percentage point(s) annually students who feel safe at school during the school day.

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

	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	100	100	100	100	100
School Actual	97.4	92				
District Projected	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: Maintain the percent of teachers who feel safe at school during the school day from **100%** in 2012 to **100%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **0** percentage point(s) annually teachers who feel safe at school during the school day.

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

	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	100	100	100	100	100
School Actual	96.4	100				
District Projected	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2			



GOAL AREA: School Climate

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

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

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

*Represents projected improvement

STRATEGY/Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Update school/parent and teacher handbook each year.	2013-2018	Administration	0	Local	Updated copy
Contribute school news and events to the PTA eBlast weekly.	2013-2018	PTA	0	PTA	eBlast
Use easel boards and the marquee to advertise all major school events.	2013-2018	Custodial Staff Administration	0	NA	Viewing of Messages
Post weekly notes of school events on board and in weekly School Reminders to faculty and staff.	2013-2018	Administration	0	NA	Copies of notes
Regularly post school activities on the school webpage.	2013-2018	Media Specialist	0	NA	Archived webpage information
Utilize a template and a weekly schedule for student-led morning announcements.	2013-2018	Attendance Clerk Grades 1-5	0	NA	Copy of Schedule and Guidelines, Conversation with students or teachers
Maintain communication with local media sources.	2013-2018	PTA	0	NA	News articles
Increase parental involvement by extending invitations to school events through School Messenger.	2013-2018	Administrative Assistant	0	NA	Invitations, surveys and Quality Tools
Maintained collaboration with Northside United Methodist Church and Northgate Church on school projects.	2013-2018	Administration Teachers	0	NA	Record of activities Sign-in system
Develop a process for obtaining parent volunteers for the classroom.	2013-2018	PTA	0	NA	Volunteer Sign-in (School Genius or Volunteer Spot)
Continue to implement Safe and Healthy School Program through website information, Walk to School Days, Safety Patrol Program, Buddy's Safety House and student created articles on school webpage.	2013-2018	PE Teacher Teachers Media Specialist	0	NA	Webpage, participation in activities, student articles
Continue to plan and support ongoing PTA sponsored fundraisers and activities	2013-2018	PTA, school	0	NA	Activities/Agendas
Continue implementation of the school-wide CATCH program and Culinary Creations	2013-2018	All Staff, Parents, Students	0	NA	Semester CATCH activities, lunch reports, training log in sheets
Continue to plan and support our school-wide partnerships.	2013-2018	USC Upstate, Clemson, Furman, local churches, Upstate Therapy Dogs, Governor's School, WATCH D.O.G.S.	0	NA	Volunteer Sign in System
Train our WATCH D.O.G.S. on how to support in the classroom.	2013-2018	Walk to School Days, B2, No Cell Zone, Running Club	0	NA	Participation
Continue to plan and support school-wide safety initiatives.	2013-2018				

GOAL AREA: School Climate

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

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

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

*Represents projected improvement

STRATEGY/Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers will participate in an in-service on SAFE-T evaluation requirements each year and receive necessary materials and timelines.	2013-2018	Administration	0	NA	Agenda
All teachers will establish an academic SMART goal based on student data each year with the IC and administration.	2013-2018	Teachers	0	NA	Goal-setting form
Teachers will conduct 2 types of observations during their formal year. (Administration will assign)	2013-2018	Teachers	0	NA	Observation Write up Form
All 8 Performance Standards will be represented in the teachers SAFE-T notebook with collected samples.	2013-2018	Teachers	0	NA	Pas-T notebook
Teachers not on formal will receive 1 ePAS observation for the year noted in the system.	2013-2018	Administration, IC	0	NA	ePAS System
All staff members will participate in district required professional development.	2013-2018	All teachers	\$350	District Professional Development Funds	Book study summaries
Every certified staff member will complete the Greenville County School District survey.	2013-2018	All certified staff members	0	NA	Survey results
Every certified staff member will complete the State Report Card survey.	2013-2018	All certified staff members	0	NA	Survey results, State Report Card

Assigned teachers or grade level will participate in visiting another school to obtain new strategies and instructional tools to use in their classroom.	2013-2018	Select classroom teachers/grade level	0	NA	Summary from visit
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2013-2014 Report Card



SC Annual School Report Card Summary

Summit Drive Elementary School
GREENVILLE COUNTY

Grades: PK-5 Enrollment: 491
Principal: Mrs. Kelly Hellams
Superintendent: Mr. Burke Royster
Board Chair: Mr. Chuck Saylor

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Excellent	Excellent	TBD	TBD	B	N/A
2013	Excellent	Good	GOLD	N/A	A	N/A
2012	Excellent	Excellent	GOLD	N/A	A	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
49	26	7	0	0

* Ratings are calculated with data available by 11/13/2014. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE

■ Our School

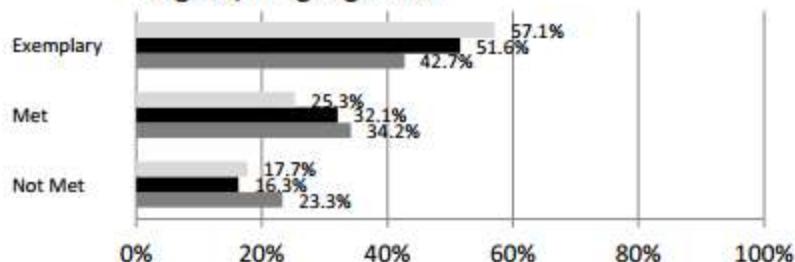
■ Elementary Schools

with Students Like Ours

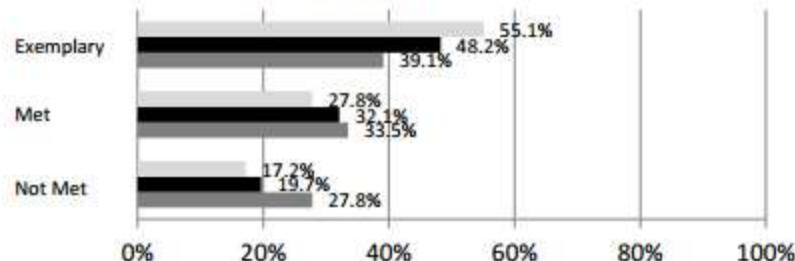
■ Elem Schools

Statewide

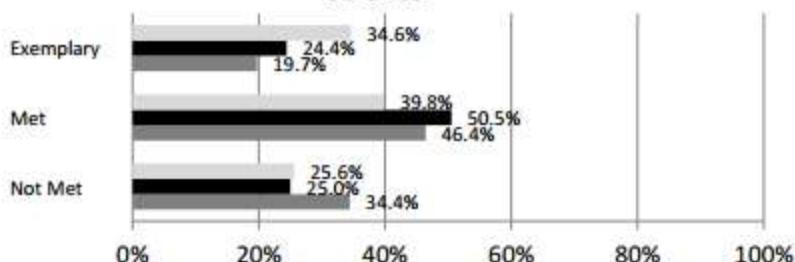
English/Language Arts

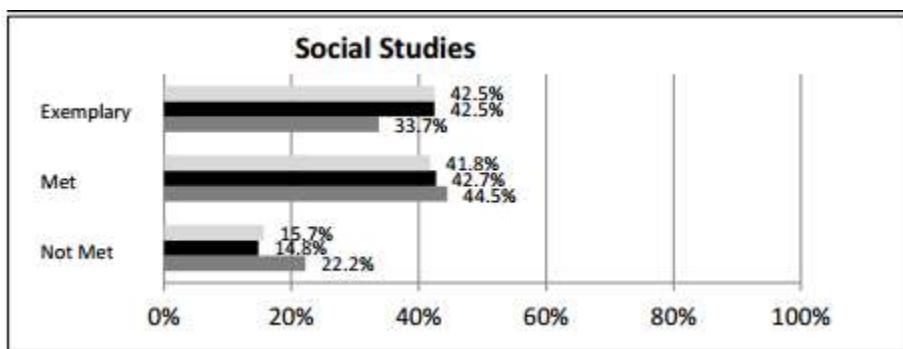
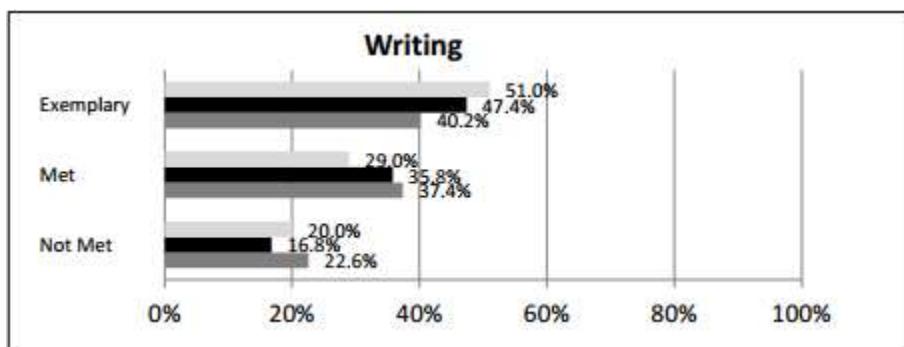


Mathematics



Science





SC 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.

School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.6 to 1	20.5 to 1	19.9 to 1
Prime instructional time	90.3%	Down from 91.3%	91.3%	90.5%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	No change	100.0%	100.0%
Character development program	Good	No change	Excellent	Excellent
Dollars spent per pupil**	\$7,607	Up 2.5%	\$7,005	\$7,680
Percent of expenditures for instruction**	64.4%	Up from 64.0%	68.5%	66.8%
Percent of expenditures for teacher salaries**	63.8%	Up from 63.0%	67.3%	66.0%
ESEA composite index score	89.1	Down from 95.4	92.0	85.7

* Length of contract ■ 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	30	62	41
Percent satisfied with learning environment	100.0%	93.5%	95.1%
Percent satisfied with social and physical environment	100.0%	92.0%	97.6%
Percent satisfied with school-home relations	100.0%	93.6%	87.2%

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



REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We begin each day by stating our motto, "Show respect, Take responsibility, Always follow directions, Ready to learn," as a reminder that we are committed to providing a safe, positive and challenging learning environment in which children can reach their highest potential. Our dedicated staff, supportive parents, active Parent Teacher Association, School Improvement Council and business partners work closely together to make learning enjoyable for each of our students. We do not take it for granted and want to reiterate to our parents our thanks and appreciation for entrusting your most precious possessions to us as we continue to nurture and further develop them for the future.

Strong academic performance continues to emerge. For the past two years, Summit Drive achieved an overall grade of, A, on the Elementary and Secondary Education Act (ESEA). Although our students perform well, our challenge is to find ways to enhance the educational experience of all our students by challenging high-performing learners while supporting our struggling learners. We work to do this through enhanced instruction and direct teaching.

At Summit Drive Elementary, we look forward to the 2014-2015 school year with an anticipation of greater student achievement and community involvement.