Pelham Road Elementary

"A Community of Learners"

Strategic Plan/Portfolio
2014-2018

Mrs. Kristy Qualls, Principal
Pelham Road Elementary School

W. Burke Royster, Superintendent
Greenville County School District

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

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: Pelham Road Elementary School

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 *(one year)*

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster	*W Burke Royster*	3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Scott Mozingo	*Scott Mozingo*	3/31/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Kristy Qualls	*Kristy Qualls*	3/31/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Kay Phillips	*Kay Phillips*	3/31/17
PRINTED NAME	SIGNATURE	DATE

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

SCHOOL'S TELEPHONE: (864) 355-7600

PRINCIPAL'S E-MAIL ADDRESS: kqualls@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*
1. PRINCIPAL	Kristy Qualls
2. TEACHER	Tracy Winetroub
3. PARENT/GUARDIAN	Kara Taylor
4. COMMUNITY MEMBER	Marina Lewis
5. SCHOOL IMPROVEMENT COUNCIL	Scott Mozingo
6. Read to Succeed Reading Coach	Kay Phillips
7. School Read to Succeed Literacy Leadership Team Lead	Kay Phillips

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
   ** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	*NAME*

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

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

✓ **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.

✓ **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.

✓ **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.

__N/A__ **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.

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

__✓__ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The school ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

Introduction and Executive Summary

Pelham Road Elementary School Portfolio

The motto of Pelham Road Elementary is **"A Community of Learners"**. The Pelham Road Elementary portfolio documents our journey through the continuous improvement process. The portfolio provides our school community with an ongoing means for communication, continuous improvement and accountability.

The categories used in this portfolio are based upon a model of continuous improvement, which is an expectation of our district and our state. These categories were selected because we believe these are merits for a strong foundation of a quality school.

The categories utilized in this school portfolio are:

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

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 Administration 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.

	Literacy	Math	Science	Social Studies	Technology
K5	Sinclair	Duncan	Smallridge	Riservato	Nguyen
1st	Caudill	Foster-Lee	Fox	Gallagher	McCrum
2nd	Holtzclaw	LoVine / Pinion	Coker	Lollis	Garrett
3rd	Banning	Jeffress	Brown	Gandy-Miller	Revell
4th	Harden	Stokes	Coan	Gilmore	Earley
5th	Lovello	Peck	Dujardin	Carpenter	Reeder
Specialist	Phillips	Garrison	Sorgenfrei	Jacobs	Edmonston
Related Arts			Hobbs	Goodrick	Ferrell
Additional Members					Yarem

Summarized Findings of Student Achievement
- ESEA letter grade of 92.9 "A" for the 2014 school report card
- Earned and Excellent/Good report card rating 2014
- 56.6% of third through fifth grade students met standard on the ACT reading (2014-2015)
- 83.2% of third through fifth grade students met standard on the ACT math (2014-2015)
- Pelham Road scored above the district and state average on ACT reading and math (2014-2015)
- 74.3% of third through fifth grade students met and/or exceeded standard on SC Ready ELA (2015-2016)
- 75.5% of third through fifth grade students met and/or exceeded standard on SC Ready Math (2015-2016)
- 84.2% of fourth and fifth grade students scored met and/or exemplary on SCPASS Science (2015-2016)
- 90.8% of fourth and fifth grade students scored met and/or exemplary on SCPASS Social Studies (2015-2016)

- 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 Disabled subgroup
- We continue to be concerned about the achievement gap of our Male subgroup in the area of ELA
- FARMS students continue to score lower on standardized testing than their non-FARMS peers, however, we are pleased that we are continuously closing this gap each year
- Of our second through fifth grade the percentage of students who met or exceeded their target growth on the MAP reading test:
  2014-2015 - 56.3%
  2015-2016 - 56.3%
- Of our second through fifth grade students the percentage of students who met or exceeded their target growth on the MAP math test:
  2014-2015 - 50%
  2015- 2016 -56.1%
- Pelham Road continues to score above the district average on MAP in both reading and math

Summarized Findings for Teacher and Administrator Quality
- 100% of Pelham Road administration and staff are highly qualified
- 71% of Pelham Road staff members hold advanced degrees
- 7 Pelham Road teachers hold National Board certification
- Quality staff development is provided on campus and through Greenville County School District
- Staff development is designed to help teachers maintain highly qualified certification
- Technology staff development is provided to help teachers meet State Department technology proficiency as well as provide a student-centered approach to learning

Summarized Findings for School Climate
- Needs Assessment for School Climate (Parent Survey)
  - According to our parent survey from the yearly report card, the following percentage of parents indicated satisfaction with school-home relations:
    2014- 87%
    2015- 68%
    2016- 84%

Needs Assessment for Student Achievement (ACT data)
- Our overall 2014-2015 student achievement level in math was comparable to our PASS testing results from the previous year.
- Our overall 2014-2015 student achievement level in ELA showed an increase in our African American population meeting standard.

Needs Assessment for Teacher and Administrator Quality
- Reaching all ability levels and continuing to close the gap for subgroups
- Continuing to fund a full and part-time Response to Intervention (RTI) position through local funds
- 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 School is helping all students develop the world class skills and life and career characteristics of the Profile of the South Carolina Graduate by the blending of traditional studies and technology in a supportive, student-centered, and academically challenging learning environment. This environment is provided through the implementation of our school vision: "**A Community of Learners**." We demonstrate this vision by challenging our students with best practices to reach their full potential and by the continuous professional development of our teachers. Our teachers are continually seeking ways to learn new and effective strategies to implement in their classrooms. Teachers use the Balanced Literacy Framework, Everyday Counts Calendar Math, utilize science kits, Accelerated Reader, and First in Math. We also provide early reading intervention through our Reading Interventionist, vertical articulation, computer lab instruction, and interactive technology use with promethean boards, Chromebooks and iPads. Strong writing integration across the curriculum provides students with a solid Language Arts foundation.

We are proud of our history of academic success at Pelham Road Elementary. The Palmetto Gold and Silver Awards Program recognizes and rewards schools for attaining high levels of absolute performance, high rates of growth, and for making substantial progress in closing the achievement gap between groups of students. Pelham Road was recently awarded "Gold" for performance and "Silver" for closing the achievement gap. We have a variety of factors that ensure our success including an outstanding volunteer program with over 30,000 volunteer hours logged each year. Our volunteers tutor, provide assistance during field trips and in school labs, and help with special programs such as our Book Blast, Math and STEAM Day. Our student leadership raises money for local charities such and agencies that help abused and neglected animals. We also have an excellent extended day program that provides safe and stimulating activities for more than 200 children, starting with homework help and enrichment offerings in art, music, and PE. At Pelham Road Elementary we believe the school, family and community must share the educational responsibility of our students. Our mission, in partnership with our home and community is to **PREPARE, RESPECT, ENRICH and SUCCEED**. We will

continue to move forward to maintain the excellent education we provide for our students and community. We are indeed proud to be called "**A Community of Learners**".

Student Population/Enrollment

Pelham Road Elementary is a neighborhood school with most neighborhoods being middle class. Approximately 73% of our students are Caucasian, 13% African American, 5% Hispanic and 4% Asian. Our poverty index is approximately 31.8% and our FARMS population is approximately 20%. We serve 133 students in our challenge program and 131 of our students are identified as disabled receiving services such as, but not limited to, speech, physical therapy, resource, as well as our ED and ED Neuro self-contained students.

Enrollment for 2016-2017 by grade level is as follows:

K5	First	Second	Third	Fourth	Fifth	Total
120	118	126	130	119	112	725

School Personnel

Our Administration

Mrs. Kristy Qualls

I am truly humbled and blessed to be a part of an outstanding school community with a strong reputation for academic success and parental support. The outstanding work that has been accomplished at Pelham Road speaks to the dedication and commitment of collaboration within the school. I share the same drive and passion for excellence!

I received my undergraduate degree from Clemson in Early Childhood Education. I also have a Master's degree from Columbia College in Divergent Learning and a Master's in School Leadership from Furman University. I have been dedicated to public education and Greenville County Schools for more than fourteen years. My teaching career began at Alexander Elementary School as a classroom teacher, mostly in 3rd grade. After eight years at Alexander, I was recruited and the first teacher hired at A.J. Whittenberg Elementary School in downtown Greenville in 2010. I taught 2nd grade and 3rd grade. My administrative journey also began at A.J. Whittenberg! I was named Administrative Assistant in 2012 and I served in this role for 3 years before transitioning to Welcome Elementary School as Assistant Principal for the 2015-2016 school year.

I am elated to bring my skills as an educational leader to Pelham Road and to work as a partner in education to continue to provide students with a quality education. I look forward to building positive, healthy relationships with the school community. I will work hard to continue the legacy of success established at Pelham Road by building strong relationships with parents, students, and community partners.

Ms. Prochaska, Assistant Principal

Mrs. Prochaska grew up in Myrtle Beach, South Carolina and attended Horry County Schools from kindergarten through high school. After graduating from Clemson University with a degree in Elementary Education, Mrs. Prochaska taught second, third and fourth grades in Marietta, Georgia and Lake Bluff, Illinois. While teaching in Lake Bluff, she completed a Master's Degree in School Administration at the University of Illinois in Chicago. Mrs. Prochaska served as an Assistant Principal at Oakview Elementary in Simpsonville, South Carolina for eight years. She is completing her third year as the Assistant Principal of Pelham Road Elementary. Mrs. Prochaska is proud to be a member of the Pelham Road All Star Community of Learning. Her goal is to work collaboratively with students, staff, parents and the community to foster academic success and a love of learning in all students.

Instructional Staff

There are 65 instructional staff members at Pelham Road Elementary. The school is staffed with a principal, assistant principal, 42 teachers, two part-time guidance counselors, one Computer Lab instructor, two Reading Intervention instructors, two speech therapist, two Autism Support aides and an Instructional Coach. The support staff includes 10 paraprofessionals, one nurse, four office staff, one media clerk, four food service workers, and five custodial staff.

The staff's educational levels include 14 that have a Bachelor's degree, 37 that have an advanced degree, and seven that have National Board certification. The teaching experiences ranges from 1 to 43 years of teaching experience with an average of 20.5 years.

PTA

Pelham Road Elementary has a very active PTA. Our PTA constituently 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 countless volunteers to assist with various programs. Each year PTA supplies teachers with supply money for their classroom. They also boost morale and spread cheer by providing staff breakfasts, lunches and numerous treats throughout the year. They have also purchased student technology for our classrooms such as laptops, Chrome Books, iPads, and Promethean Boards. Pelham Road is proud to have 100% PTA membership for the last 35 years.

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 29,000 hours. Volunteer parents and community volunteers help manage and support helping teachers by making copies, working on hall displays, classroom tutoring promoting Boxtops 4 Education and STEM Day. Parents also provide support services to teachers in the classroom. The Pelham Road PTA conducts Boosterthon, Art Night, Reflections, Spring Fling, Donuts for Dudes and Housewise Streetwise.

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, Moe's Southwest Grille, Sticky Fingers, TCBY, Summers Orthodontics, Palmetto Orthodontics, Piedmont Podiatry, Carolina Academy, Chick-Fil-A, Chuck E Cheese and Tipsy Taco.

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 and clothing 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 upon best practices of teaching and learning.

Data Teams

Each team member meets regularly to hold ongoing discussions concerning data within their particular grade level. Teachers collaborate to collect and chart data, analyze strengths and obstacles of student work, brainstorm best practice strategies for the varied levels of work, establish achievable goals and determine results indicators for their students. This process is designed to bring about greater learning for both students and teachers.

Faculty Council

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

The following are keys principles in effective reading instruction:

- 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 purposed.
- Students need to hear many texts read aloud.
- Students need different levels of support at different times.
- "Level" means different things in different instructional context.
- 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
- Star Reading
- First in Math
- Compass Learning
- Larson's Math

Extended Day Program

We are in our twelfth 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 200 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, 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 2015-2016 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

SC Ready Overall Performance

	Pelham Road	Greenville County Schools
ELA	72.6%	49.9%
Math	74.3%	56.4%

SC Ready Data ELA

	Does Not Meet	Approaches	Meets	Exceeds
3rd Grade (114 student)	3.5% (4 students)	15.8% (18 students)	37.7% (43 students)	43.0% (49 students)
District	18%	32%	32%	19%
4th Grade (113 students)	11.5% (13 students)	17.7% (20 students)	38.9% (44 students)	31.9% (36 students)
District	19%	30%	32%	19%
5th Grade (127 students)	7.1% (9 students)	26.0% (33 students)	36.2% (46 students)	30.7% (39 students)
District	19%	32%	31%	17%

SC Ready Data Math

	Does Not Meet	Approaches	Meets	Exceeds
3rd Grade (114 students)	5.3% (6 students)	13.1% (15 students)	34.2% (39 students)	47.4% (54 students)
District	16%	23%	35%	26%
4th Grade (113 students)	3.5% (4 students)	21.2% (24 students)	31.8% (43 students)	37.2% (42 students)
District	16%	28%	27%	29%
5th Grade (127 students)	6.3% (8 students)	26.8% (34 students)	31.5% (40 students)	35.4% (45 students)
District	18%	30%	27%	25%

SCPASS

<table>
<tr><td></td><td colspan="4" align="center">**Fourth Grade**</td><td colspan="4" align="center">**Fifth Grade**</td></tr>
<tr><td>**Science**</td><td></td><td></td><td></td><td>⬇</td><td></td><td></td><td></td><td>⬇</td></tr>
<tr><td></td><td>2013</td><td>2014</td><td>2015</td><td>**2016**</td><td>2013</td><td>2014</td><td>2015</td><td>**2016**</td></tr>
<tr><td>% Passing</td><td>92.6</td><td>85.3</td><td>82.2</td><td>**79**</td><td>88.1</td><td>89.3</td><td>84.5</td><td>**86.6**</td></tr>
<tr><td>Exemplary</td><td>40.7</td><td>30.3</td><td>23.7</td><td>**24**</td><td>37.3</td><td>41.1</td><td>36.9</td><td>**52.8**</td></tr>
<tr><td>Met</td><td>51.9</td><td>55</td><td>58.5</td><td>**55**</td><td>50.8</td><td>48.2</td><td>47.6</td><td>**33.8**</td></tr>
<tr><td>Not Met</td><td>7.4</td><td>14.7</td><td>17.8</td><td>**21**</td><td>11.9</td><td>10.7</td><td>15.5</td><td>**13.4**</td></tr>
<tr><td>**SS**</td><td></td><td></td><td></td><td>⬇</td><td></td><td></td><td></td><td>⬇</td></tr>
<tr><td></td><td>2013</td><td>2014</td><td>2015</td><td>**2016**</td><td>2013</td><td>2014</td><td>2015</td><td>**2016**</td></tr>
<tr><td>% Passing</td><td>95.4</td><td>91.7</td><td>92.4</td><td>**92**</td><td>88.8</td><td>80</td><td>87.4</td><td>**87.3**</td></tr>
<tr><td>Exemplary</td><td>68.6</td><td>58.7</td><td>65.3</td><td>**47**</td><td>49.25</td><td>45.5</td><td>43.7</td><td>**65.4**</td></tr>
<tr><td>Met</td><td>27.8</td><td>33</td><td>27.1</td><td>**45**</td><td>39.3</td><td>34.5</td><td>43.7</td><td>**22.0**</td></tr>
<tr><td>Not Met</td><td>4.6</td><td>8.3</td><td>7.6</td><td>**8**</td><td>11.5</td><td>20</td><td>12.6</td><td>**12.6**</td></tr>
</table>

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.

CogAT®

SCHOOL SUMMARY

Cognitive Abilities Test™ (CogAT®)

South Carolina Grade 2 Gifted and Talented Testing Program

School: Pelham Road Elem
District: GREENVILLE COUNTY

Form-Level: 7-8
Test Date: 11/2016
Norms: Fall 2011
Grade: 2

Page: 1

Pelham Road Elem
Level: 8
Number of Students Tested = 128

	Number of Students Included	Average USS	Average SAS	AGE SCORES		GRADE SCORES			APR of Building Average Graph
				PR	S	PR	S		1 25 50 75 99
Verbal	128	184.3	107.0	67	6	71	6	67	◇
Quantitative	128	183.3	107.4	68	6	76	6	68	◇
Nonverbal	128	190.8	107.9	69	6	73	6	69	◇
Composite (VQN)	128	186.1	108.3	70	6	73	6	70	◇

USS = Universal Scale Score   SAS = Standard Age Score   PR = Percentile Rank   S = Stanine
Students coded with Z are excluded from group averages.

Order# 1055527

19

SCHOOL SUMMARY

Iowa Assessments™

South Carolina Grade 2 Gifted and Talented Testing Program

Iowa Assessments™

| | English Language Arts | | | | | | | Mathematics | | | CORE COM-POSITE | Social Studies | Science | COM-PLETE COM-POSITE |
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathe-matics	Compu-tation*	MATH TOTAL				
Pelham Road Elem 2301079 Level: 7														
Iowa Assessments/CogAT														
Number of Students Included	128							128		128				
Average Standard Score (SS)	167.0							160.2		160.2				
Average Predicted Standard Score (PSS)	160.7							158.8		158.8				
Difference (SS-PSS)	6.3							1.4		1.4				
National Percentile Rank of Average SS	77							63		63				
National Percentile Rank of Average PSS	64							59		59				
Difference (NPR-PNPR)	13							4		4				
Iowa Assessments														
Number of Students Tested = 128														
Number of Students Included	128							128		128				
Average Standard Score (SS)	167.0							160.2		160.2				
National Percentile Rank of Average SS	77							63		63				
Percent of Students in NPR Range 75-99	58							38		38				
50-74	21							31		31				
25-49	9							22		22				
1-24	12							9		9				
National Stanine of Average SS	7							6		6				

* = Math computation is not included in Math Total or composite scores that include Math Total

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. The Instructional Coach and Administration at Pelham Road meets regularly Induction Contract teachers to ensure both growth and success in the profession.

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
2016-2017

Faculty Meetings, PLC, Professional Development, Leadership, PTA, SIC

Date	Activity	Responsible Party
Aug 9	Faculty Meeting	Principal
Aug 10	Grade Level Meetings / Data Teams	Instructional Coach
Aug 11	District MAP Training	Instructional Coach / Assistant Principal
Aug 12	PTA Board Meeting	Board Members
Aug 17	Leadership	Leadership Team (Qualls, Prochaska, Winetroub, Manuel, Brice)
Aug 24	Leadership	Leadership Team
Aug 24	Faculty Meeting	Principal
Aug 25	MAP Testing In-service (2-5)	Instructional Coach / Assistant Principal
Aug 26	MAP Testing In-service (2-5)	Instructional Coach / Assistant Principal
Aug 29	IC Balanced Literacy Cohort Mtg. Mitchell Road Elementary	Instructional Coach
Aug 29	PTA Open House	PTA President / Principal
Aug 30	Literacy Mentor Training	Primary Mentor-Melissa Hotlzclaw
Aug 30	New IC Meeting	Instructional Coach
Aug 31	Leadership	Leadership Team
Aug 31	SIC	SIC Committee, Leadership Team
Sep 2	Literacy Mentor Training	Intermediate- Nancy Banning
Sep 2	Parent/Volunteer Training	PTA
Sep 2	PTA Board Meeting	PTA Board, Leadership, TOY
Sep 6	Guided Math Training	Math Content Team Members and IC
Sep 7	Leadership	Leadership Team
Sep 7	Faculty Council Meeting	Leadership Team, Grade Level Representatives
Sep 9	Grade Level Meetings 3-5/Data Teams	Instructional Coach / Perspective Grade Levels
Sep 12	PAS-T Overview "Party"	Assistant Principal

Sep 14	Leadership	Leadership Team
Sep 14	PRES Faculty Meeting	Principal
Sep 14	Best Practices in Math Overview for PRES Faculty	Stephanie Burdette
Sep 16	Discovery Education School Onsite Training	DLC Members
Sep 16	Grade Level Meetings K-2 / Data Teams	Instructional Coach
Sep 19	First Year Teacher Meeting – Gallagher, Pinion	Instructional Coach
Sep 19	Reading Strategies and Support (First Grade Teachers)	Webinar through Reading A-Z
Sep 21	Leadership	Leadership Team
Sep 21	PRES Content Team Meetings	Principal, Assistant Principal, Instructional Coach
Sep 22	New IC Meeting	Instructional Coach
Sep 23	PTA Movie Night	PTA
Sep 27	PRES Prof. Development Tech Tuesday (Web Tools)	Instructional Coach, Debbie Jarrett
Sep 28	Leadership	Leadership Team
Sep 28	PRES Prof. Development / Student Centered Learning	Principal, Instructional Coach
Sep 28	SIC	SIC Committee, Leadership Team
Sep 29	District Principal / IC Meeting	Principal, Instructional Coach
Oct 5	Leadership	Leadership Team
Oct 5	Windows 8 Training for Refresh	PRES Faculty
Oct 6	DE School Onsite Training	DLC Members
Oct 6	IC Balanced Literacy Cohort Mtg. Chandler Creek Elementary School	Instructional Coach
Oct 6	Guided Math Groups @ Lake Forest	Math Content Team Members
Oct 7	Literacy Mentor Training	Intermediate- Banning
Oct 7	PTA Board Meeting	Board Members, Leadership Team, TOY
Oct 10	Literacy Mentor Training	Literacy Mentor Primary- Melissa Hotlzclaw
Oct 10	Grade Level Meetings w/ IC – Data and SLO's	Instructional Coach
Oct 11	Discovery Education Training	DLC Members

Oct 11	PRES Prof Development Tech Tuesdays (Power of QR Codes)	Debbie Jarrett, Instructional Coach
Oct 12	Leadership	Leadership Team
Oct 12	Faculty Council	Leadership Team, Grade Level Representatives
Oct 17	First Year Teacher Meeting – Gallagher, Pinion	Instructional Coach
Oct 19	PRES Faculty Meeting	Principal
Oct 19	Leadership	Leadership Team
Oct 20	New IC Meeting	Instructional Coach
Oct 25	ELA Webinar	Jennifer Seravallo, Instructional Coach
Oct 26	Leadership	Leadership Team
Oct 25, 26	Inclusive Practices Training	Inclusion Team
Oct 27	District Principal/IC Meeting	Principal, Instructional Coach
Nov 2	Leadership	Leadership Team
Nov 2	Faculty Council	Leadership Team, Grade Level Representatives
Nov 3	SeeSaw 101 – Tech Training	Caroline Duncan
Nov 4	PTA Board Meeting	PTA Board Members, Leadership, TOY
Nov 7	PLC's in Practice	Principal, Instructional Coach
Nov 9	Leadership	Leadership Team
Nov 9	PRES Faculty Meeting	Principal
Nov 14	PTA Meeting	PTA Board Members, Principal
Nov 14	Grade Level Meetings w/ IC – Best Practices / Engagement	Instructional Coach
Nov 15	Discovery Education School Visit	DLC Team Members
Nov 15	New IC Meeting	Instructional Coach
Nov 15	Guided Math Groups @ Lake Forest	Math Content Team Members
Nov 16	Leadership	Leadership Team
Nov 16	PRES Prof Development – Student Centered Learning	Principal, Instructional Coach
Nov 18	Grade Level Meetings K-2 / Data Teams	Instructional Coach
Nov 29	PRES Tech Tuesday – Flipped Classroom	Debbie Jarrett, Instructional Coach
Nov 30	Leadership	Leadership Team
Nov 30	SIC Meeting	SIC Committee, Leadership Team

Nov 30	Faculty Meeting	Principal
Dec 2	Discovery Education School Visit	DLC Team Members
Dec 2	PTA Board Meeting	PTA Board Members, Leadership, TOY
Dec 5	PLC's in Practice	Principal, Instructional Coach
Dec 6	Discovery Education Training (offsite)	DLC Team Members
Dec 7	Leadership	Leadership Team
Dec 7	Faculty Council	Leadership Team, Grade Level Representatives
Dec 8	New IC Meeting	Instructional Coach
Dec 12	Grade Level Meetings K-5 / Data	Instructional Coach
Dec 12	PTA Meeting/Chorus Musical	PTA Board Members, Principal, Emi Ferrell
Dec 14	Inclusive Practices Training	Inclusion Team
Dec 15	Leadership	Leadership Team
Dec 16	Grade Level Meetings / Data Teams	Instructional Coach
Jan 4	Leadership	Leadership Team
Jan 6	PTA Board Meeting	PTA Board Members, Leadership, TOY
Jan 9	Grade Level Meetings PLC/Data Teams	Instructional Coach
Jan 10	Discovery Education Host School Visit	DLC Members (District)
Jan 11	Leadership	Leadership Team
Jan 11	Preparing for SCReady (3-5)	Principal, Felicia Oliver
Jan 13	New Teacher Meeting	Instructional Coach
Jan 17	Guided Math Groups @ MT Anderson	Math Content Team
Jan 18	Leadership	Leadership Team
Jan 18	ELA Webinar w/ Jennifer Seravallo	ELA Content Team, Instructional Coach
Jan 19	Discovery Education School Visit	DLC Team Members
Jan 19	New IC Meeting	Instructional Coach
Jan 20	Literacy Mentor Training- Primary Lake Forest Elementary	Literacy Mentor- Hotlzclaw
Jan 20	ELL STC Training	ESOL Teacher, Instructional Coach
Jan 23	Literacy Mentor Training – Intermediate / Lake Forest Elementary	Literacy Mentor - Banning
Jan 23	First Year Teacher Meeting	Instructional Coach
Jan 24	Tech Tuesday – iPad / Chromebook	Keri Lewis, Michelle King, Instructional Coach

	Training for PRES	
Jan 25	Leadership	Leadership Team
Jan 25	SIC Meeting	SIC Members, Leadership Team
Jan 26	Inclusive Practices Visit	Inclusive Practices Team, Principal
Jan 27	District Principal/IC Meeting	Principal, Instructional Coach
Jan 31	PLC's in Practice	Principal, Instructional Coach
Feb 1	Leadership	Leadership Team
Feb 1	Faculty Council	Leadership Team, Grade Level Representatives
Feb 3	PTA Board Meeting	PTA Board Members, Leadership Team, TOY
Feb 6	Grade Level Meetings K-2 / Data Teams	Instructional Coach
Feb 7	Discovery Education School Visit	DLC Team Members
Feb 7	Tech Tuesday – iPad / Chromebook Training for PRES	Keri Lewis, Michelle King, Instructional Coach
Feb 8	Leadership	Leadership Team
Feb 13	Grade Level Meeting 3-5 / Data Teams	Instructional Coach
Feb 15	Leadership	Leadership Team
Feb 15	PRES Content Teams	Content Team Chairs
Feb 17	Grade Level Meetings K-2 / Data Teams	Instructional Coach
Feb 22	Leadership	Leadership Team
Feb 22	Faculty Meeting	Principal
Feb 23	District Principal/IC Meeting	Principal, Instructional Coach
Feb 28	IC Balanced Literacy Cohort Mtg.	Instructional Coach
Mar 1	Leadership	Leadership Team
Mar 1	Faculty Council	Leadership Team, Grade Level Representatives
Mar 2	Discovery Education School Visit	DLC Team Members
Mar 2	PLC's in Practice	Principal, Instructional Coach
Mar 3	PTA Board Meeting	PTA, Leadership Team, TOY
Mar 6	PTA Meeting / Art Night	PTA Board, Principal, Goodrick
Mar 6	Grade Level Meetings 3-5/ DataTeams	Instructional Coach
Mar 7	Discovery Education Training (offsite)	DLC Team Members
Mar 8	Leadership	Leadership Team

Mar 8	PRES Faculty Meeting	Principal
Mar 14	Literacy Mentor Training - Primary	Literacy Mentor – Holtzclaw
Mar 14	Tech Tuesday – iPad / Chromebook Training for PRES	Keri Lewis, Michelle King, Instructional Coach
Mar 15	Leadership	Leadership Team
Mar 20	Grade Level Meetings K-5 / Data Teams	Instructional Coach
Mar 21	Discovery Education School Visit	DLC Team Members
Mar 21	Literacy Mentor Training - Intermediate	Literacy Mentor-Banning
Mar 22	Leadership	Leadership Team
Mar 22	PRES Faculty Meeting	Principal
Mar 23	ELA Webinar – Jennifer Seravallo	ELA Content Team Meeting, Instructional Coach
Mar 27	Grade Level Meetings 2nd/3rd Balanced Literacy (½ day per grade level)	Instructional Coach
Mar 28	Grade Level Meetings 4th/5th Balanced Literacy (1/2 day per grade level)	Instructional Coach
Mar 29	Leadership	Leadership Team
Mar 29	Grade Level Meetings K/1 Balanced Literacy (1/2 day per grade level)	Instructional Coach
Mar 31	District Principal/IC Meeting	Principal, Instructional Coach
Apr 3	Discovery Education School Visit	DLC Team Member
Apr 5	Leadership	Leadership Team
Apr 5	Faculty Council	Leadership Team, Grade Level Representatives
Apr 7	PTA Board Meeting	Board Members, Leadership Team, TOY
Apr 12	Leadership	Leadership Team
Apr 17	First Year Teacher Meeting	Instructional Coach
Apr 18	Tech Tuesday – iPad / Chromebook Training for PRES	Keri Lewis, Michelle King, Tracy Winetroub
Apr 19	Leadership	Leadership Team
Apr 19	PRES Content Teams	Content Team Chairs
Apr 24	Grade Level Meetings K-5 / Data Teams	Instructional Coach
Apr 26	Leadership	Leadership Team

Apr 26	PRES Faculty Meeting	Principal
May 1	Discovery Education School Visit	DLC Team Members
May 3	Leadership	Leadership Team
May 3	Faculty Council	Leadership Team, Grade Level Representatives
May 8	Grade Level Meetings 3-5/ Data Teams	Instructional Coach
May 10	Leadership	Leadership Team
May 10	PRES Faculty Meeting	Principal
May 12	PTA Board Meeting	Board Members, Leadership , TOY
May 15	Grade Level Meetings K-2 / Data Teams	Instructional Coach
May 15	PTA Meeting / Choral Concert	PTA Board, Principal, Ferrell
May 17	Leadership	Leadership Team
May 17	PRES Content Teams	Content Team Chairs
May 22	First Year Teacher Meeting	Instructional Team
May 24	Leadership	Leadership Team
May 24	PRES Faculty Meeting	Principal
Jun 12	Literacy Mentor Training - Primary	Literacy Mentor - Holtzclaw

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	42	82	72
Percent satisfied with learning environment	100%	89.7%	93%
Percent satisfied with social and physical environment	97.6%	94.4%	94.4%
Percent satisfied with school-home relations	97.6%	94.3%	84.1/%

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.

	2013	2014	2015	2016
Student Rate of Attendance	**95%**	**96%**	**97%**	**97%**
Teacher Rate of Attendance	**94%**	**95%**	**93.8%**	**94.5**

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 ELA as measured by SC Ready.

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

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

	Baseline 2015-16	**2016-17**	**2017-18**
School Projected	X		
School Actual	74.3		
District Projected	X	53	56
District Actual (ES only)	50		

Baseline data to be established in 2015-16.

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

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

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

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

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

	Baseline 2015-16	**2016-17**	**2017-18**
School Projected	X		
School Actual	75.5		
District Projected	X	59	63
District Actual (ES only)	56		

Baseline data to be established in 2015-16.

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

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

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

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

% Tested ELA – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100.0		
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

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

SC SDE did not provide data for 2015-16.

% Tested Math – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100.0		
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

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

SC SDE did not provide data for 2015-16.

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

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

FIVE YEAR PERFORMANCE GOAL: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above _____%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above _____%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	87.1	84.2		
District Projected	X	73.9	74.9	75.9
District Actual (ES & MS)	72.9	71.4		

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

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

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

FIVE YEAR PERFORMANCE GOAL: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above _____%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above _____%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	88.7	90.8		
District Projected	X	82.2	83.2	84.2
District Actual (ES & MS)	81.2	78.8		

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

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

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

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

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

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	78th percentile	79th percentile		

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	68th percentile	69th percentile		

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

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Teachers will integrate South Carolina College and Career-Ready Standards in lesson planning.	2014-2018	Teachers, Leadership Team	None	None	Teacher Lesson Plans, Observations, Feedback from Leadership Team
Teachers will conduct grade level meetings to develop and implement research based assessments to support student achievement and data-driven decision making.	2014-2018	Teachers, Leadership Team	None	None	Grade Level Meeting Agendas, Minutes and Data Forms
Teacher will participate in vertical articulation meetings about South Carolina College and Career-Ready Standards.	2014-2018	Leadership Team, Vertical Team Chairs	None	None	Vertical Team Minutes, Observations, Direct Feedback from Leadership Team
Teachers will use Curriculum Maps and Resources provided by Rubicon Atlas to plan student centered instruction	2014-2018	Leadership Team, Teachers	None	None	Lesson Plans, Long Range Plans
Provide teachers with	2014-	Leadership	None	None	Professional

professional development and resources in order to help integrate technology into curriculum, instruction and assessment	2018	Team, Teachers			Development Calendar, Classroom Observations, Lesson Plans
Teachers will provide enrichment and remediation in the area of ELA, Mathematics incorporating higher order thinking skills using tiered instruction and educational technology	2014-2015	Leadership Team, Teachers	None	None	Computer Lab, Tiered Instruction, Lesson Plans, Data Tracking
Teachers will use Balanced Literacy instructional strategies to increase student reading achievement	2014-2018	Leadership Team, Teachers	None	Current Materials	Lesson Plans, Common Assessments, Classroom Observations
Provide early intervention literacy instruction for identified students in kindergarten through third grade	2014-2018	RTI Teachers	None	None	AIMS Web Summative Data
Analyze data to identify weaknesses and improve student achievement. - MAP Data - PASS Data - SC Ready Data	2014-2018	Leadership Team, Teachers	None	None	PAS-T Notebook Student Data (Charts/Graphs) Meeting Agendas Data Presentations

• Fountas & Pinnell Levels • Math/Reading Benchmarks • Common Assessments					

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: All teachers / administrators are highly qualified to meet qualifications of No Child Left Behind.

ANNUAL OBJECTIVE: Maintain 100% highly qualified staff.

DATA SOURCE(S): GCS Human Resource Department

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x					
Actual			100	100	100		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Embolden teachers and administration to keep current certification	2014-2018	GCSD Human Resources, Leadership Team, Teachers	None	None	Certification Credentials
Embolden teachers to remain current on the required technology certification through INTEL and ALIVE classes offered by GCSD	2014-2018	Leadership Team	None	None	Certificate of Completion
Provide mentors for new teachers to the profession and to the school	2014-2018	Leadership Team	None	None	Mentor List
Provide training for teachers to encourage integration of technology within the student-centered curriculum	2014-2018	Leadership Team, GCS Academics Division	None	None	Professional Development Calendar from GCSD and school
Provide training for teachers to assist in creating and building upon a student-centered learning environment through implementation	2014-2018	Leadership Team, GCS Academics Division	None	None	Professional Development Calendar from GCSD and school

best practices.					

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

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

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

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

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

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.7	96.7	96.5	97.00	96.5		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

☐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 __1.0__ 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			78.0	37.7	93.0		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

☐Student 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 _1.0___ 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	93.4	89.7		
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)	83.8 (ES, MS, & HS)		

☐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 _1.0____ percentage point(s) annually teachers who are satisfied with the learning environment until 100% satisfaction is maintained.

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	76.9	100.0		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

☐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 _1.0____ percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #20

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	94.4	94.7	94.9	95.2	95.5
School Actual			94.7	64.7	91.5		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	91.7		

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

50

☐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 _1.0___ 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	97.8	95.5		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

☐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 _1.0___ percentage point(s) annually teachers who feel safe at school during the school day until 100% is maintained.

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

	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	96.3	100.0		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Update and maintain a school safety plan in CPO Tracker.		Administrators	None	None	Safety Plan, Safety Notebooks
Analyze SC Report Card surveys results and use data to enhance the learning environment and school safety.		Administrators	None	None	Survey Results
Conduct all required drills: • Fire • Earthquake • Tornado • Lockdown		Administrators	None	None	Drill Log