

Summit Drive Elementary School

“Peak of Innovation!”



Summit Drive ~ Peak of Innovation!
Updated 2018

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

Greenville County Schools
Dr. W. Burke Royster, Superintendent
2018-19 through 2022-2023

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SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Summit Drive Elementary

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (one year)

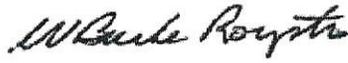
Required Signature Page

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

Assurances for the School Renewal Plans

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

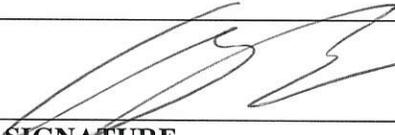
SUPERINTENDENT

Dr. W. Burke Royster		8/15/18
PRINTED NAME	SIGNATURE	DATE

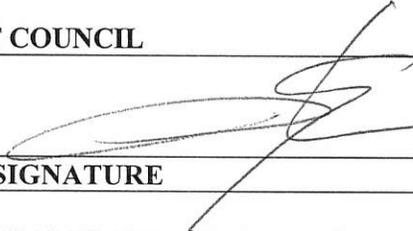
PRINCIPAL

Kelly Hellams		5/7/18
PRINTED NAME	SIGNATURE	DATE

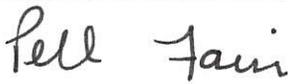
CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Scott Gladen		3/7/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Pell Fain		5/7/18
PRINTED NAME	SIGNATURE	DATE

Summit Drive Elementary ADDRESS: 424 Summit Drive, Greenville, SC 29609

Summit Drive Elementary TELEPHONE: (864) 355-8800

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

Stakeholder Involvement for School Renewal

	<u>Position</u>	<u>Name</u>
1.	<u>Principal</u>	<u>Kelly Hellams</u>
2.	<u>Teacher</u>	<u>Kamaya Mention (TOY)</u>
3.	<u>Parent/Guardian</u>	<u>Hope Taylor</u>
4.	<u>Community Member</u>	<u>Divone Harrellson</u>
5.	<u>Paraprofessional</u>	<u>Melissa Arms</u>
6.	<u>School Improvement Council Member</u>	<u>Scott Gladden</u>
7.	<u>Read to Succeed Reading Coach</u>	<u>Amy Hawkins</u>
8.	<u>School Read To Succeed Literacy Leadership Team Lead</u>	<u>Pell Fain</u>
9.	<u>School Read To Succeed Literacy Leadership Team Member</u>	<u>Emily Johnson</u>

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

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

POSITION

Administrative Assistant
 Teacher Literacy Mentor
 Steam Coordinator
 PTA Member

NAME

Jan Barrett
 Linda Bennett
 Susan Merrill
 Hope Taylor

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	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.
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> 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. However, they may be housed at locations with other grade levels or completely separate from schools.

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

Introduction

Summit Drive Elementary School faculty and administration reviewed information for the School Portfolio and schools Needs Assessment as part of our PLC (Professional Learning Community). The strategic planning process is on-going. Teachers met according to their committees. The school committees in place are ELA, Climate/ Leadership and Science, Steam/ Technology. Through the PLC of each committee, input into our portfolio, Needs Assessment and Action plan were collected. Reviewing this data, the leadership team collaborated and combined the information. The leadership team consists of the principal, assistant principal, instructional coach, and school counselor. Next, administration shared the document with the School Improvement Council (SIC) and PTA for further input. These groups were made up of parents, community members and staff members. Additional input was gathered and changes/additions were updated.

In additional to the process above, several other committees work toward improving Summit Drive’s student achievement, teacher and administrative quality as well as the climate of students, parents and staff. Student services is led by Jessica Benore, a fourth grade teacher. Kelly Hellams leads our faculty council, which consists of grade level team leaders. Pell Fain leads our literacy leadership team which consists of our

Literacy Coach, 2 literacy mentor teachers, and administration. 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.

The committee structure is as follows:

Leadership Team (Principal, Administrative Assistant, Instructional Coach, School Counselor)

Literacy Leadership Team (Principal, Administrative Assistant, Instructional Coach, Literacy Coach, 2 literacy mentors)

Faculty Council (Principal, Administrative Assistant, Instructional Coach and one teacher per grade level)

Vertical Teacher Committees: Literacy, Steam/ Technology, Climate

Other: SIC (School Improvement Council), PTA

Executive Summary

Needs Assessment for Student Achievement

- Increase student achievement in English Language Arts, math, science and social studies skills through South Carolina Common Core Standards (CCS).
- Summit Drive has a significant gap in ELA and Math in the following sub-groups: males compared to females, African American and Hispanic students compared to white students, LEP students in comparison to non-LEP students, Students in Poverty compared to non-students in poverty, and disabled students compared to non-disabled students.
- School-wide there is a 14% gap in our ELA SC READY scores compared to our SC READY Math scores by 14%.
- Text dependent analysis was a significant weakness school-wide with most students scoring 1 out of 4 on SC READY TDA rubric.
- School-wide there is a 21% gap between PASS Science compared to Social Studies PASS. Weak areas on PASS Science include Physical Science (Forms of Energy, Light and Sound) in 4th grade and Earth Science (Weather and Climate) as well as Life Science (Interdependent Relationships in Ecosystems) in 5th grade.

Needs Assessment for Teachers and Administrator Quality

- 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. Utilize Mastery Connect to achieve this goal.
- Continue to enhance science curriculum through the STEAM and extension programs. (i.e. butterfly garden, compost project, organic garden, recycling, etc.)
- Continue to teach students systematic steps for TDA
- Use Leader in Me to assist with students establishing goals and encourage student self-assessment for continuous improvement
- Monthly Wednesday PLC meetings focusing on reflection and student data. Conduct action research (see do get) to refine best practice according to data. Specifically collaborate about inquiry and research standards. Invest in resources if needed that support our area of need and based on best practices.

- Leadership team training in coaching cycles
- Implement coaching cycles based on formative assessment and teacher need.
- Utilize the district curriculum and pacing for planning and instructional delivery.
- Improve communication with parents, outside agencies and organizations to yield more involvement and participation in the school.
- 3rd – 5th work with Kristy Jennings to strengthen writing about reading (TDA)
- Increase knowledge and practice of Greenville County Schools Instructional Protocol to improve instructional environment, knowledge base, assessment and feedback, and delivery.
- Continue to implement a balanced literacy approach (Fountas and Pinnell) so that students on various reading levels are best served.
- Continue RTI in kindergarten, first, and second grades.
- Continue to use Thinking Maps school-wide.
- Increase technology devices and technology instruction

Needs Assessment for School Climate 2017-2018

(Data From 2016-2017 report card survey)

Student Survey (65 surveys returned)

- Students believe their teacher expects them to learn and behave. They know their teachers want them to understand and not just learn facts. They feel their teacher spend enough time helping them learn. Students think teachers give tests on material they have learned. Students are satisfied with their learning environment and they feel safe at school.
- Areas that were lower include the following: 37% of students do not think the bathrooms are kept clean at my school. 29% of student surveyed do not think their peers behave in class or in hallway/ lunchroom/ playground. 26% of students do not think class is interesting or fun. 50% of students have seen a student get bullied. 27% of students do not think students behave well in class. 20% of students are not satisfied with home-school relations. Leader in Me addresses all of these areas that were lower on the survey. Through implementation, we will target these lower areas.

Teacher Survey (34 surveys returned)

- According to the survey, 97% of teacher are satisfied with their current working conditions. Also, 100% are satisfied with social and physical environment of my school. Teachers feel that our school provides challenging programs for students. They feel that teachers set high expectation for students' learning and that students are motivated and interested in learning. Teacher think there is a sufficient amount of classroom time allocated for instruction. They fell they use effective instructional strategies to meet the needs of low achieving students. 100% of teachers feel safe at school. Teachers are satisfied with the social and physical environment at school.
- Areas that were lower include the following: 26.5% of teachers and staff do not feel the moral is high at Summit Drive. Implementation of Leader in Me will help build morale of teachers and staff as they internalize the 7 habits for life change. 20.6% do not think the school administration communicates clear instructional goals for teachers. 20.6% of teachers surveyed do not think school administration visit classrooms to observe instruction. Next year, administration and the Instructional coach will work hand and hand to conduct coaching

cycles. Through these efforts administration will be more a part of instructional goals for students.

Parent Survey (15 surveys returned)

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 teacher gives homework that helps my child learn. (6.7% disagree)
- My child's teachers invite me to visit my child's classrooms during the school day (7.1% disagree)
- My child's school returns phone calls and emails promptly. (6.7% disagree)
- My child's teacher invite me to visit my child's classroom during the school day. (6.7% disagree)
- My child's teacher gives me information about what my child should be learning. (6.7% disagree)
- My child's school treats all students fairly. (6.7% disagree)
- Students at my child's school are well-behaved. (6.7% disagree)

Advanced Ed Climate and Culture Survey 2017-2018

Student Survey (240 responses)

- Four most common words and phrases that best describe what students think of their teacher
Honest 84%, Fun 92%, Caring 91%, Active 76%
- Four most common words to describe how students feel in school
Happy 76%, Excited 63%, Challenged 50%, Interested 43%
Others answers include: Angry 8% Afraid 5% Lonely 11%
- Four most common words or phrases to describe the things you do most in class
Listen to teacher 71%, complete worksheets 55%, think 54%, work with others and take tests tied with 54%

Staff Survey (8 responses)

- Four most common words and phrases that best describe the expectations for students at your school
Students are learning 100%, students are able to explain 86%, students understand 71%, and students are busy 57%
- Four most common words and phrases that best describe how you feel when trying to complete work
Patient 71%, Calm 57%, usually enough time 57%, Relaxed 43%
- Four most common words and phrases that best describe what you think of your colleagues
Caring 71, active 71, honest 57%, fun 43%
- Four most common words and phrases that best describe the interactions you have with other staff at your school
Respectful 86%, helpful 71%, supportive 57%, trusting 57%
- Five most common words to describe how students feel at work
Interested 71%, happy 57%, appreciated 57%, excited 57%, supported 57%

Parent Survey (12 responses)

- Four most common words or phrases that best describe the kinds of things teachers say to students
Explain your work 91%, we will be working on 82%, you will be working on 55%, you are learning and you are being taught 27%
- Four most common words or phrases that best describe the kinds of things your child is doing while at school
Taking tests 73%, listening to teacher 64%, completing worksheets 45%, and working with others 45%
- Four most common words or phrases that best describe the interaction you have with your child's school
Respectful 100%, Supportive 73%, Helpful 73%, Comfortable 45%

Significant Accomplishments/Results in past three years

- According to 2017 end of year testing data, Summit Drive is ranked 55th out of 640 elementary school in SC. It is ranked better than 91.4% of elementary schools in SC. It is ranked 9th out of 51 elementary schools in Greenville County.
- Safe Schools Award by Safe Kids of the Upstate for the past ten years
- One of two GCS to receive Premium Safe School status
- Awarded a grant by LiveWell Greenville for our efforts toward health and wellness
- 2017– 2018 implementation of Leader In Me
- Technology teacher/ Steam Coordinator added 2015-2016
- Reflections Program Winner 2012
- SC Red Carpet Award
- 100% PTA Membership Award 25 years+
- Accredited by AdvancED
- Metropolitan Arts Council Grant 2009, 2015, 2016
- Battle of the Books 1st Runner Up Spring 2011
- Exemplary Writing Award Winner 2009-12
- Fourteen National Board Certified Teachers
- State Teacher of the Year Finalist, Taunja Pool
- Excellent Report Card Rating for the past 6 years
- Palmetto Gold 2010-12, 2012-13, 2013-14
- SC Department of Education Volunteers Award Finalist 2012-13
- LiveWell Grant for Extended Day Program

Summit Drive School Profile

School Community

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. The facility includes a computer lab with fully equipped Wi-Fi, student led wireless broadcast studio, Interactive STEAM Lab, butterfly garden, organic garden and community playground. The community that Summit Drive serves is eighty years old. Our school has had a long-standing tradition of support from the neighborhood. 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 Wade Hampton High School.

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. 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.

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 and our fifth grade students have partnered with Bosch Rexroth.

Parental and community involvement is essential for our continued success. The Parent Teacher Association (PTA) and School Improvement Council (SIC) are actively involved in our decision making. Our PTA and staff share the same vision by providing our students with the necessary tools and support for success. We have implemented a STEAM (Science Technology Engineering Arts and Math) program with a full time STEAM coordinator who provides students with activities such as coding with movement of robots and development of hands on science activities. Our team approach with parents and community has enabled us to have a Robotics Club, Service Club and a Weekly Running Club. The PTA and community support learning in math, language arts, science, and character building through The Leader in Me. Some of the programs that PTA and community support are: Literacy Night, holiday meals, Raise Craze, Fall Festival, Kiwanis Terrific Kid Program, STEAM Night with support from Clemson University, Scholastic Book Fair, school store, fifth grade day, and grade level student-led conferences.

Student Population

Although our population has declined from 480 to 435, the diversity remains consistent. We have a total population of approximately 435 students. There are 59% Caucasian students, 18% African American students, 18% Hispanic students, 3% multi-race, 3% Native Hawaiian. Free and reduced lunch is provided to approximately 51% of the students at Summit Drive. Student attendance is maintained at 96%. Our special education self-contained population is 3%, resource is 9%, speech is 12%, challenge is 14% and ESOL is 18%.

Ethnicity	
African American	18%
Hispanic	18%
Caucasian	59%
Native Hawaiian	3%
Multi-race	3%

Students with Special Services	
Self-contained	3%
Resource	9%
Speech	12%
Challenge	13%
ESOL	18%

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

Personnel Data:

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 literacy coach, one .80 technology teacher/ STEAM coordinator, two full time 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 full-time ESOL teacher.

Mrs. Kelly Hellams is in her fourth 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 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.

Most school-wide decisions are discussed and reviewed by faculty council which consists of representative from each grade level/department as well as administration. 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.

Academic and Behavioral Features/ Programs/ Initiatives

We 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.

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 make their goal, they are invited to a celebration.

Response to Intervention

Kindergarten assistants continue to provide RTI to their struggling students. The state funded reading specialist works with first and second grades on LLI (Leveled Literacy Intervention). Students are chosen from Aims Web data from kindergarten and first grade. MAP data is used to determine need in second grade. Students are progress monitored every ten days.

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 leads our Terrific Kids program and aligns this with our 7 Habits every nine weeks. 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, Bricks for Kids, and dance. We look forward to offering enrichment classes again next year and growing an even larger program. These are a paid programs.

Leader in Me

This year Summit Drive began Franklin Covey's three year whole school transformation process called *Leader in Me*. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. The Leader in Me is aligned with best-in-class content and concepts practiced by global education thought leaders. It provides a logical, sequential and balanced process to help Summit Drive proactively design the culture that reflects our vision of being a community of motivated leaders and learners. We hold ourselves and others to the highest level of accountability and honor the talents of others. Content from *The 7 Habits of Highly Effective People* is a

key component of the overall The Leader in Me process. The 7 Habits is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures.

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.

Mastery Connect

Greenville County Schools implemented a new assessment system this year called Mastery Connect. It is an online resource that helps teachers identify and track student mastery of South Carolina College and Career Readiness (SCCCR) Standards to inform teaching practice. Specifically, teachers are able to share curriculum maps, resources, and assessments in one place. Also, this platform allows teachers to develop, administer, and score assessments easily. Mastery Connect has a social media component that enables schools - across the district and the state - to share assessments and resources with other teachers. TE21's Collaborative Assessments Solutions for Education (CASE) is the provider of the South Carolina College and Career Ready Standards-aligned assessments. The assessments are aligned specifically to our GCS district curriculum in core subjects. The third party vendor (CASE TE21) creates benchmark assessments according to the SC blueprints, score the benchmark assessments, and produce CASE reports for each school. Additionally, a secure item bank will be available for teachers to create classroom assessments. These assessments can be created, administered, and scored in Mastery Connect saving teachers a tremendous amount of time - time that can be directed to instruction. Mastery Connect/CASE TE21 is a bundle of resources that provide teachers and administrators with tools to assist them in managing data and evaluating student growth, along with resources that support strategies to improve student success.

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.

STEAM

In 2015-2016, Summit Drive teachers received 60 hours training in STEAM from our district coordinator. This deepened our knowledge of project-based learning as we collaborated each week on our STEAM projects. We studied STEM Lesson Essentials (Vasquez) school-wide to learn how other teachers blended engineering and technology practices into existing math and science lessons. Our first step in the STEAM

unit was to create a driving question and map out units. It was difficult to loosely plan the unit knowing that the students would need to guide the direction. Halfway through planning the project, we collaborated with various educators in the district through a critical friends' protocol. This process allowed us to receive feedback and begin to plan next steps. Reading, researching, writing and presentation were integrated with content area learning, engineering, critical thinking and problem solving into each unit. We learned the value of having experts in the community be a part of students' experiences. The process helped me let go of control and give students more choice. We learned about the web-site resources such as Symbaloo, Newsela, and Readworks. Students learned to collaborate effectively with peers, valuing each other's unique contributions. Students had choice in creating the end product which included I-movies, posters, brochures and dioramas. Projects were created for real audiences including students, community members and parents.

Special Education

We currently have two full-time resource teachers. A leadership team has been trained this year in Inclusion. The two resource teachers use the inclusion model for some students and pull out program for other students that need more intensive support. The resource teacher uses the SRA reading program. 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 Houghton Mifflin *Go Math* to be used at the elementary level (grades K-5). The math instruction is SC 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 2015 and will be again in 2018 with a new laptop for each teacher. PTA has also bought additional laptops and chrome books to decrease our student to device ratio. We will also be providing one to one Chromebooks to 3rd through 5th grade students in 2019. Teachers integrate technology through instruction as much as possible. Teachers work with the Media Specialist to plan for research projects. We also have implemented successful enrichment programs for students such as Accelerated Reader. We received new virtual field trip equipment in 2015-2016. Each of our grade levels participate in virtual fieldtrips at least once a year if not more.

Technology Teacher/ Steam Coordinator

In 2015-2016, we used extra funded to hire a half time technology teacher for 2nd – 5th grade. She works with the students on 21st Century skills. We works the other half of the day as our STEAM coordinator.

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:

A=90-100 B=80-89 C=70-77 D=60-69 U=Below 60

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.

School Committees

Teachers in each grade level are represented on the school's Faculty Council. We also have a representative from related arts. Subject specific vertical team committees meet monthly to discuss best practices in curriculum/Instruction.

Mission, Vision and Beliefs

Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by providing a challenging learning environment infused with a project-based curriculum. Recently, we have updated our motto to reflect the vision of our school – “Summit Drive, Peak of Innovation.” We believe our rigorous, technology-rich curriculum will prepare every student for successful engagement in the 21st Century. It is our mission to provide our students with a safe and caring learning environment that will prepare them for a successful future.

WE COMMIT To:

Modeling, living and applying the 7 Habits

Building Relationships

Learning through risks and struggles

At Summit Drive Elementary, we are a community of motivated learners and leaders.





"Peak of Innovation"

SUMMIT DRIVE ELEMENTARY

**Mrs. Kelly Hellams, Principal
Scott Gladen, SIC Chairperson**



Our Vision

At Summit Drive Elementary, we are a community of motivated leaders and learners. We hold ourselves and others to the highest level of accountability and honor the talents of others.

Ranked 55th of 640 South Carolina Elementary Schools according to data from the South Carolina Department of Education. Summit Drive Elementary ranked better than 91.4% of elementary schools in South Carolina. It also ranked 9th among 51 ranked elementary schools in the Greenville County School District.

Report of Principal and SIC Chairman

We are proud to share our motto to reflect the vision of our school- "Summit Drive- Peak of Innovation." This defines our belief in providing our students with a project based approach to learning that will prepare them for the 21st Century.

For the past four years, Summit Drive Elementary achieved an absolute rating of Excellent on our school report card. Furthermore, our growth rating improved from Good to Excellent in 2014. Our commitment is to discover ways to enhance the educational experience of all our students by challenging high-performing learners while supporting our struggling learners.

Parental and community involvement is essential for our continued success. The Parent Teacher Association (PTA) and School Improvement Council (SIC) are actively involved in our decision making. Our PTA and staff share the same vision by providing our students with the necessary tools and support for success. We have collaboratively developed a technology in the classrooms, and a STEAM (Science Technology Engineering Arts and Math) program. This team approach with parents and community has enabled us to become a Leader in Me School which provides students, staff and community with an inside-out approach to leadership. We also have a Robotics Team, and a running club that meets weekly.

We are deeply committed to continuing the excellent academic programs, rich traditions, and the outstanding school climate that exists at Summit Drive Elementary.

Kelly Hellams, Principal

Year	Standard Score Test Data	Rank
2013	70.51%	159 th
2014	68.61%	204 th
2015	78.39%	90 th
2016	81.89%	91 th
2017	87.61%	55 th

Evaluations by Teachers and Parents		
	Teachers	Parents
Percent satisfied with learning environment	97.1%	93.3%
Percent satisfied with social and physical environment	100.0%	100.0%
Percent satisfied with school-home relations	97.1%	100.0%

Data Analysis and Needs Assessment

Link To School Report Card:

<https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=E&d=2301&s=087>

2017 Data

In 2017, students in 3-5 took the SC READY Math and ELA test. Text dependent writing is included in the ELA test. Students in 4th and 5th also took the SCPASS social studies and science test. As a school, our weakest area is ELA with 56 % meets and exceeds, while math is 70% meets and exceeds. We did better than the district and the state in math and ELA. Below is our one – three year data with weaknesses for each subject area listed below.

Math	Grade 3			Grade 4			Grade 5		
Performance Level	2016	2017	2018	2016	2017	2018	2015	2017	2018
Meets/ Exceeds	65%	76.4%		73%	68.6%		55%	65.2%	
Approaching	20%	11.2%		19%	22.4%		28%	24.2%	
Did Not Meet	15%	12.4%		9%	9%		16%	10.5%	
Percent Scoring Meets/Exceeds (All Students)	70.1%								
2018									
2017	70.1%								
2016	66.1%								

Math Weakness

3rd Grade =Number Sense – Fractions, Average Score = 2.18

4th Grade = Algebraic Thinking and Operations, Average Score = 2.19

5th Grade = Number Sense and Base Ten, Average Score = 1.94

ELA	Grade 3			Grade 4			Grade 5		
Performance Level	2016	2017	2018	2016	2017	2018	2016	2017	2018
Meets/ Exceeds	48%	59.5%		65%	56%		49%	53.6%	
Approaching	34%	23.6%		24%	21.2%		31%	31.6%	
Did Not Meet	18%	16.9%		12%	22.7%		19%	14.7%	
Percent Scoring Meets/Exceeds (All Students)	56.4%								
2018									
2017	56.4%								
2016	55.4%								

Reading Weakness

3rd Grade

Literary Text (Meaning and Context 1.76), Information Text (Meaning and Context 1.87)

15% (13/89 students) overall ELA score decreased a level due to reading

4th Grade

Literary Text (Meaning and Context 1.83), Literary Text (Language, Craft, Structure 1.94)

5th Grade

Informational Text (Language, Craft, Structure 1.88), Literary Text (Language, Craft, Structure 1.94)

Writing Weakness

TDA (4) 0 = 18% 1 = 49%

3rd Grade

11% (9/89 students) overall ELA score decreased a level due to writing, Writing (Meaning, Context, Craft 1.83)

4th Grade

15% (10/66 students) overall ELA score decreased a level due to writing, Writing (Meaning, Context, Craft 1.85), Writing (Language 1.82)

5th Grade

20% (19/95 students) overall ELA score decreased a level due to writing, Overall Writing 1.84 (40% low)

TDA

Social Studies	Grade 4			Grade 5		
Performance Level	2015	2016	2017	2015	2016	2017
Met/Exemplary	94	95	90%	81	88	88%
Not Met	6	5	10%	19	12	12%
Percent Scoring Met/Exemplary (All Students)	89%					
2017	89%					
2016	92%					
2015	88%					

4th Grade

Exploration, Average Score 2.45, Civil War, Average Score 2.45

5th Grade

US as a World Power, Average Score 2.46, Development since 1989, Average Score 2.32

Science	Grade 4			Grade 5		
Performance Level	2017	2018	2019	2017	2018	2019
Met/Exemplary	62%			72%		
Approaching	27%			20%		
Not Met	11%			9%		
Percent Scoring Met/Exemplary (All Students)						
2017	68					
2018						
2019						

4th Grade

Physical Science (Forms of Energy, Light and Sound), Average Score =1.96

Earth Science (Weather and Climate), Average Score = 1.94

5th Grade

Life Science (Interdependent Relationships in Ecosystems), Average Score =1.92

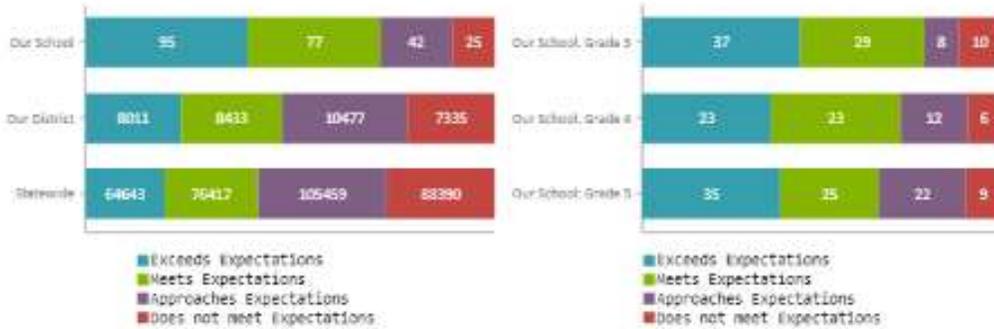
2017 Data

SC READY South Carolina College- and Career-Ready Assessments

English

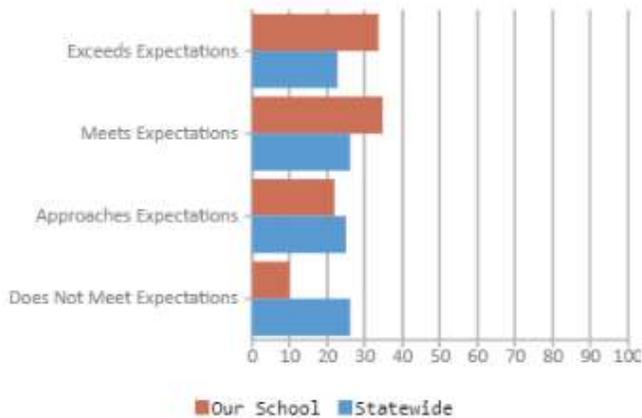


Mathematics



SCPASS

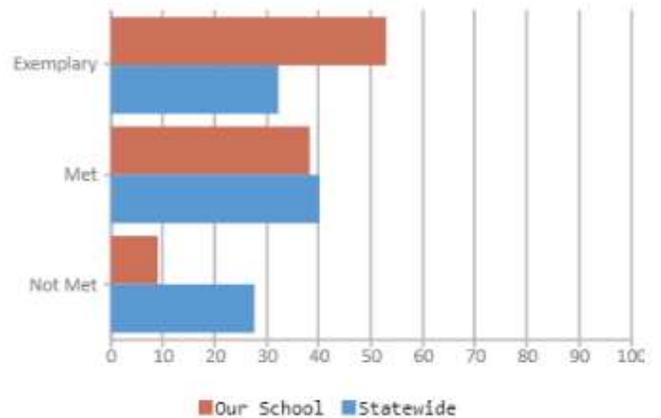
Science



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
64.1	71.4

Social Studies



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
90.6	91.2

2017 Data by Sub Groups: Percent of Students Scoring Met or Exceeds Expectation on ELA and Math SC READY

Highlighted indicates a significant GAP in achievement of sub-group

As indicated in the chart below, Summit Drive students have a significant gap in males compared to females especially in 3rd and 5th grade ELA and 5th grade math. There is also a gap between our Hispanic and African American students in comparison to our white students with the gap being more significant in ELA. One exception is that there is not a significant gap in 4th grade math for the African American sub-group. In the disabled sub-group there is a significant gap compared to the non-disabled sub-group in both ELA and math at all grade level. LEP students also had a significant gap in ELA and math in all grade levels when compared to non-LEP students. Students in poverty also had a significant gap in all grade levels when compared to non-SIP students.

	ELA						Math					
	3 rd	gap	4 th	gap	5 th	gap	3 rd	gap	4 th	gap	5 th	gap
All students	59.6		56.1		53.7		76.4		68.7		65.3	
male	51	21	56.7	1.1	43.2	19.5	73.5	8.6	67.7	1.7	56.8	15.7
female	70		55.6		62.7		82.1		69.4		72.5	
Hispanic	42	36	15.4	67	25	55	63.2	28.8	38.5	50.8	31.3	57.8
African American	21.4	56.6	28.6	53.8	14.3	65.7	42.9	49.1	73.3	6.1	28.6	60.5
White	78		82.4		80		92		79.4		89.1	
Disabled	42.1	22.2	29.4	35.9	7.7	53.3	57.9	23.5	35.3	44.7	15.4	57.8
Non Disabled	64.3		65.3		61		81.4		80		73.2	
LEP	40	25.2	14.3	53	11.8	51	57.9	23.5	28.6	50.6	17.6	58
Non-LEP	65.2		67.3		62.8		81.4		79.2		75.6	
Poverty	36.6	44.3	35.3	42.8	34.8	36.6	61	30.5	52.9	31.9	47.8	33.8
Non-Poverty	80.9		78.1		71.4		91.5		84.8		81.6	

2017 Data by Sub Groups: Percent of Students Scoring Met or Exceeds Expectation on Science and Social Studies PASS

Highlighted indicates a significant GAP in achievement of sub-group

As indicated in the chart below, Summit Drive students have a 12.9 gap in males compared to females in 5th grade Science. There is also a gap between our Hispanic and African American students in comparison to our white students in both Science and Social Studies with the exception of 4th grade African American's who out-scored Hispanics and whites in Social Studies. In the disabled sub-group there is a significant gap compared to the non-disabled sub-group in both Science and Social Studies at all grade level. LEP students also had a significant gap in Science and Social Studies in all grade levels when compared to non-LEP students. Students in poverty also had a significant gap in all grade levels on Science and Social Studies when compared to non-SIP students. The gaps are more significant in Science than Social Studies.

	Science				Social Studies			
	4 th	gap	5th	gap	4th	gap	5th	gap
All students	61.2		70.5		89.6		88.4	
male	61.3	.2	63.6	12.9	90.3		90.9	
female	61.1		76.5		88.9	1.4	86.3	4.6
Hispanic	30.8	48.6	43.8	47.1	76.9	16.4	75	23.2
African American	46.7	32.7	42.9	48	93.3		78	20.2
White	79.4		90.9		91.2	2.1	98.2	
Disabled	35.3	34.7	16.7	61.6	76.5	17.5	50	44
Non Disabled	70		78.3		94		94	
LEP	21.4	48.6	29.4	50.1	78.6	13.9	64.7	28.9
Non-LEP	71.4		79.5		92.5		93.6	
Poverty	50	22.7	56.5	27.2	82.4	14.6	82.6	11.3
Non-Poverty	72.7		83.7		97		93.9	

2016 Data

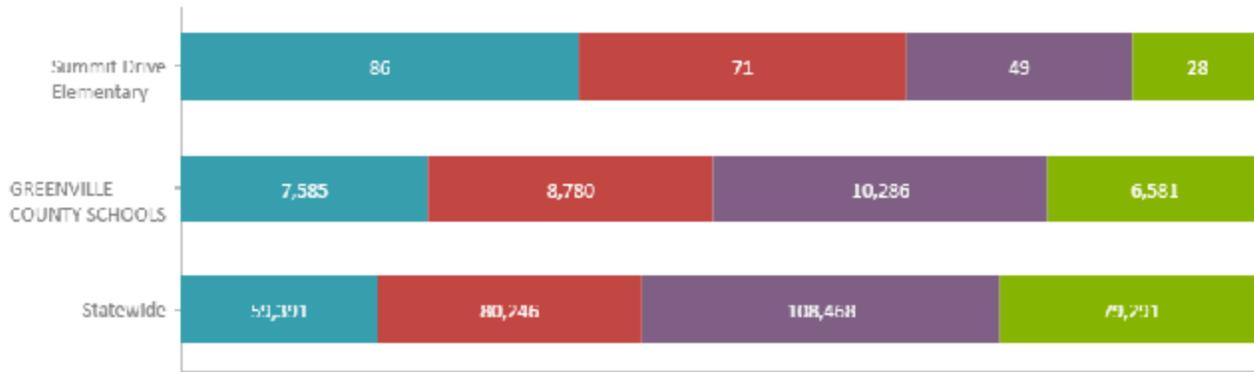
The SC READY assessment was given to students in grades 3-8 in spring 2016. Students were assessed in the subject areas of Reading, English, Mathematics and Writing. Below are the results from ELA SC READY. Summit Drive had 56.4% exceeds and meets in the combined ELA score. The breakdown of exceeds and meets by grade level is third grade 47%, fourth grade 66%, and fifth grade 51.5%. Summit Drive scored better than the district and the state in ELA. ELA was a weaker area than math for Summit Drive.

English

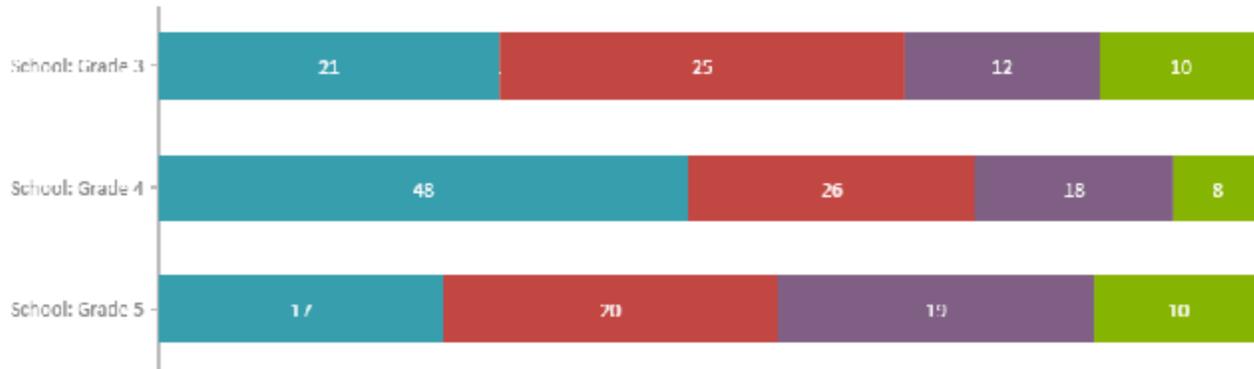


Below are the results from Math SC READY. Summit Drive had 67.1% exceeds and meets. The breakdown of exceeds and meets by grade level is third grade 67.7%, fourth grade 74%, and fifth grade 56.1%. Summit Drive scored better than the district and the state in Math.

Mathematics



■ Exceeds Expectations
 ■ Meets Expectations
 ■ Approaches Expectations
 ■ Does not meet Expectations

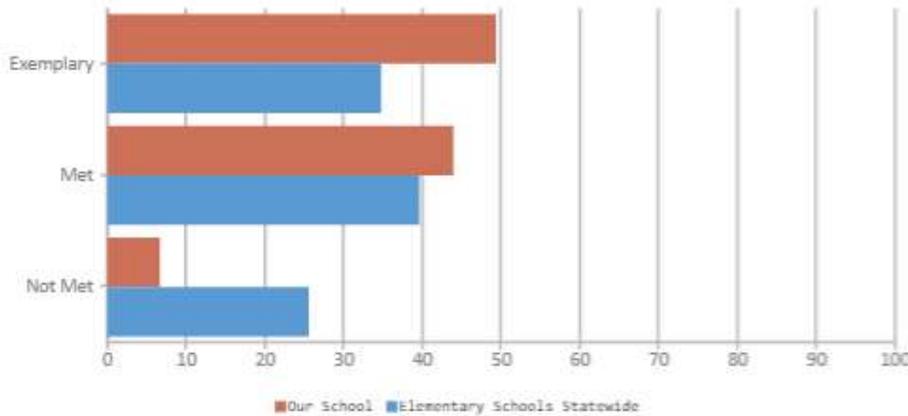


■ Exceeds Expectations
 ■ Meets Expectations
 ■ Approaches Expectations
 ■ Does not meet Expectations

Abbreviations for Missing Data: -1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample

In 2016, Social Studies PASS data was excellent for Summit Drive with 93.4% met or exemplary. Schools like us scored 74.4% met or exemplary. Fourth grade had 96% met or exemplary and fifth grade had 89.4%

Social Studies



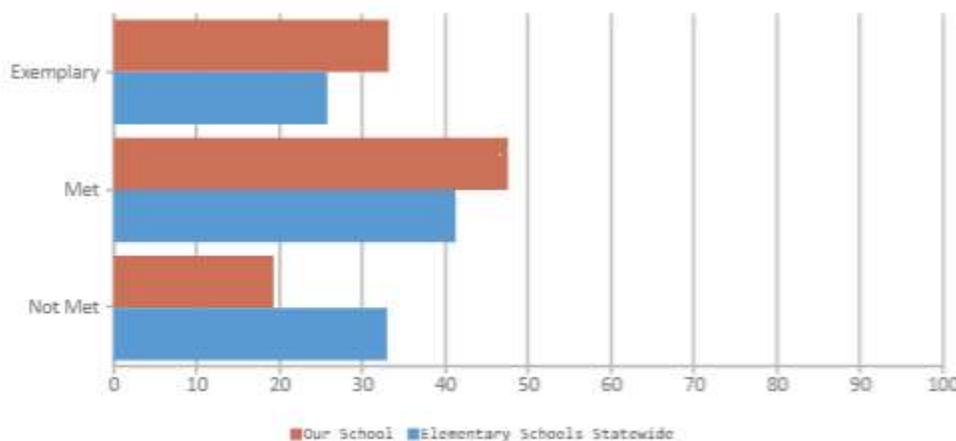
Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
96.0	89.4

Abbreviations for Missing Data: -1 = N/A-Not Applicable -3 = N/R-Not Reported -4 = I/S - Insufficient Sample

In 2016, PASS data shows that 80.7% of students were met or exemplary in science. Schools like us had just 67% of students score met or exemplary. Fourth grade had 83% met or exemplary and fifth grade had 77.3%

Science



Our School: Percent Met and Above for each grade level

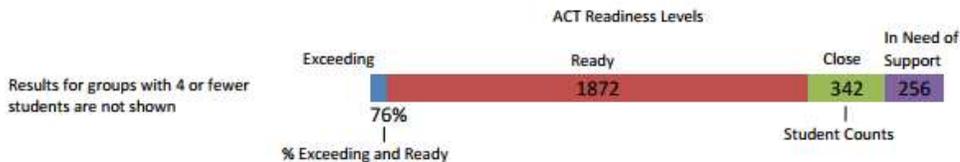
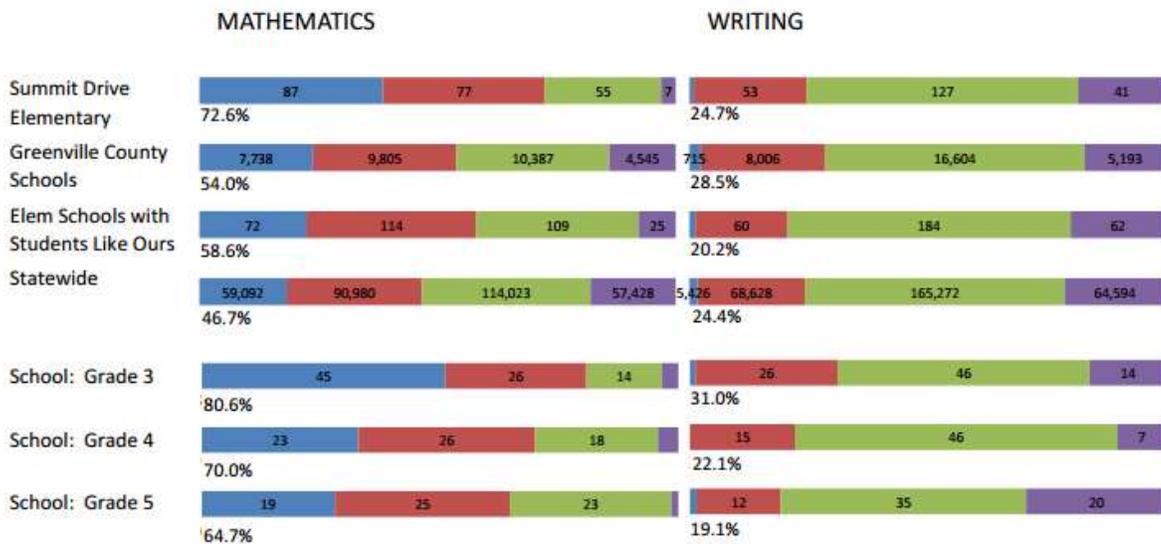
4th Grade	5th Grade
83.0	77.3

Data 2015

The SC READY assessment was given to students in grades 3-8 in spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing. The results are below. Reading and writing was our weakest subject area tested.



In the area of English and Reading, Summit Drives scores were a little higher than Greenville County Schools and other elementary schools like ours. Summit Drive scored 76.1% on English and a 46.9% on Reading. Third grade scored the best with 83% on English and 62.5% on Reading.



In the area of Math Summit Drives scores were 18.6% higher than Greenville County Schools and 14% higher other elementary schools like ours with 72.6%. Summit Drive only scored 24.7% on writing. This was 4% lower than the district and 4% higher than schools like ours. Third grade scored the best with 80.6% on Math and 31% on Writing.

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 Every Child Succeed Act. Our professional development plan focuses on research-based programs, models, and best practices in education. Below is our 2017-2018 professional development calendar. Our focus this year is on Leader in Me, Mastery Connect, Literacy, and Technology.

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.

Professional Development Plan 2017–2018				
<i>Focus: Balanced Literacy, Leader in Me, Mastery Connect, Digital Leader</i>				
Balanced Literacy (Writer’s Workshop And TDA)	Leader In Me	Mastery Connect	Digital Leader	Vertical Teams
August 18 (K–2)	August 7, 8, 9	August 30	November 8	October 18
September 13 (TDA)	September 20	October 11	February 14	November 15
November 2 (K–2)	November 29	January 17	February 28	January 24
December 7 (K–2)	December 6	January 31	March 28	February 21
		March 14	April 18	March 21
				April 25
				May 30

Summit Drive’s teachers are highly qualified and experienced educators. The following tables illustrate statistical data regarding our instructional faculty. Summit Drive has a teacher retention rate of at least 93%. The percentage of teachers with advanced Degrees is 52%. In the past three years we have added to our diversity by hiring three male teachers and one African American female.

Instructional Faculty						
Years of Experience	0-3	4-9	10-14	15-19	20-24	24+
No. of Persons	2	7	9	3	12	2

Instructional Faculty Highest Degree Earned	
Degree	Number of Staff
Bachelor’s Degree	12
Master’s Degree	15
Master’s Degree +30	7
National Board Certification	7

Faculty by Gender and Ethnicity	
Female	49
Male	5
African-American	4
Caucasian	48
Other	2

Needs Assessment for School Climate 2017-2018

(Data From 2016-2017 report card survey)

Student Survey (65 surveys returned)

- Students believe their teacher expects them to learn and behave. They know their teachers want them to understand and not just learn facts. They feel their teacher spend enough time helping them learn. Students think teachers give tests on material they have learned. Students are satisfied with their learning environment and they feel safe at school.
- Areas that were lower include the following: 37% of students do not think the bathrooms are kept clean at my school. 29% of student surveyed do not think their peers behave in class or in hallway/ lunchroom/ playground. 26% of students do not think class is interesting or fun. 50% of students have seen a student get bullied. 27% of students do not think students behave well in class. 20% of students are not satisfied with home-school relations. Leader in Me addresses all of these areas that were lower on the survey. Through implementation, we will target these lower areas.

Teacher Survey (34 surveys returned)

- According to the survey, 97% of teacher are satisfied with their current working conditions. Also, 100% are satisfied with social and physical environment of my school. Teachers feel that our school provides challenging programs for students. They feel that teachers set high expectation for students' learning and that students are motivated and interested in learning. Teacher think there is a sufficient amount of classroom time allocated for instruction. They fell they use effective instructional strategies to meet the needs of low achieving students. 100% of teachers feel safe at school. Teachers are satisfied with the social and physical environment at school.
- Areas that were lower include the following: 26.5% of teachers and staff do not feel the moral is high at Summit Drive. Implementation of Leader in Me will help build morale of teachers and staff as they internalize the 7 habits for life change. 20.6% do not think the school administration communicates clear instructional goals for teachers. 20.6% of teachers surveyed do not think school administration visit classrooms to observe instruction. Next year, administration and the Instructional coach will work hand and hand to conduct coaching cycles. Through these efforts administration will be more a part of instructional goals for students.

Parent Survey (15 surveys returned)

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 teacher gives homework that helps my child learn. (6.7% disagree)
- My child's teachers invite me to visit my child's classrooms during the school day (7.1% disagree)
- My child's school returns phone calls and emails promptly. (6.7% disagree)
- My child's teacher invite me to visit my child's classroom during the school day. (6.7% disagree)
- My child's teacher gives me information about what my child should be learning. (6.7% disagree)
- My child's school treats all students fairly. (6.7% disagree)
- Students at my child's school are well-behaved. (6.7% disagree)

Advanced Ed Climate and Culture Survey 2017-2018

Student Survey (240 responses)

- Four most common words and phrases that best describe what students think of their teacher
Honest 84%, Fun 92%, Caring 91%, Active 76%
- Four most common words to describe how students feel in school
Happy 76%, Excited 63%, Challenged 50%, Interested 43%
Others answers include: Angry 8% Afraid 5% Lonely 11%
- Four most common words or phrases to describe the things you do most in class
Listen to teacher 71%, complete worksheets 55%, think 54%, work with others and take tests tied with 54%

Staff Survey (8 responses)

- Four most common words and phrases that best describe the expectations for students at your school
Students are learning 100%, students are able to explain 86%, students understand 71%, and students are busy 57%
- Four most common words and phrases that best describe how you feel when trying to complete work
Patient 71%, Calm 57%, usually enough time 57%, Relaxed 43%
- Four most common words and phrases that best describe what you think of your colleagues
Caring 71, active 71, honest 57%, fun 43%
- Four most common words and phrases that best describe the interactions you have with other staff at your school
Respectful 86%, helpful 71%, supportive 57%, trusting 57%
- Five most common words to describe how students feel at work
Interested 71%, happy 57%, appreciated 57%, excited 57%, supported 57%

Parent Survey (12 responses)

- Four most common words or phrases that best describe the kinds of things teachers say to students
Explain your work 91%, we will be working on 82%, you will be working on 55%, you are learning and you are being taught 27%
- Four most common words or phrases that best describe the kinds of things your child is doing while at school
Taking tests 73%, listening to teacher 64%, completing worksheets 45%, and working with others 45%
- Four most common words or phrases that best describe the interaction you have with your child's school
Respectful 100%, Supportive 73%, Helpful 73%, Comfortable 45%

Needs Assessment for School Climate 2016-2017

(Data From 2014-2015 report card survey)

Student Survey (67 surveys returned)

- Students believe their teacher expects them to learn and behave. They know their teachers want them to understand and not just learn facts. Students are satisfied with their learning environment and they feel safe at school.
- Twenty percent of students surveyed do not think their peers behave in class or in hallway/ lunchroom/ playground. Fourteen percent of students do not think class is interesting or fun. Seventeen percent do not think the media center has a good selection of books. Seventeen percent do not think their textbooks and workbooks help them learn.

Teacher Survey (31 surveys returned)

- The faculty's perception of Summit Drive is positive according to the survey. Teachers feel that our school provides challenging programs for students. They feel that teachers set high expectation for students' learning and that students are motivated and interested in learning. They also feel that morale is high at Summit Drive. Teachers feel safe at Summit Drive.
- Eleven percent of teachers do not feel like the professional development that is offered at the school is relevant. Eleven percent also believe there are not resources available for them to take advantage of professional development opportunities off campus. Eleven percent of teachers do not think local, state, or national policies assist them in meeting educational needs. Fourteen percent of teachers believe that non-instructional duties interfere with the essential role of educating students. Fourteen percent believe the rules about how students should behave aren't fair. Eleven percent believe that school do not behavior in the hallway, the lunchroom and the playground. Fourteen percent do not feel me have enough computers at our school.

Parent Survey (48 surveys returned)

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 school considers changes based of what parents say (15% disagree)
- My child's teachers invite me to visit my child's classrooms during the school day (26% disagree)
- My child's school includes me in decision making (19% disagree)
- My child's teacher contacts me to say good things about my child. (20% disagree)

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional */ Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 57 % in 2016-17 to 72% in 2022-23.

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

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 57 (2016-17)	2017-2018 School Projected Elementary 60	63	66	69	72	775
		School Actual Elementary					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary	52	55	58	61	64
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1: Improve Achievement in ELA					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Provide RTI instruction to support students having difficulty in reading (Kindergarten teachers and interventionist)	2018-2023	K assistants, Amy Hawkins, Kelly, Hueble	0	NA	Intervention Schedule
Assess student data reading growth in grades 5K-1 and special ed. using Fast Bridge and lowest achievers in MAP for 2nd grade.	2018-2023	K-2 Teachers, Amy Hawkins, Special Ed teachers	0	NA	Fast Bridge Data
Utilize the 3 rd grade LLI kit provided by the district to provide intervention to 3 rd grade students not reading on grade level	2018-2023	IC, Literacy Coach, Huelbe, Eggl, 3 rd grade teachers	\$5,500	District	Lesson Plans, observations
Continue Balanced Literacy during ELA Instruction	2018-2023	All teachers	0	NA	Lesson plans, Observations
Integrate instructional strategies to support critical thinking and depth of knowledge	2018-2023	All teachers	0	NA	Lesson plans, Observations
Meet the needs of LEP students with focus on reading, writing, vocabulary, and comprehension	2018-2023	ESL teacher, classroom teachers	0	NA	Lesson plans, Observations
Analyze ELA common assessments, Mastery Connect Benchmarks and unit scores	2018-2023	Instructional Coach, K-5 teachers, Administration	0	NA	Reports

ACTION PLAN FOR STRATEGY #1: Improve Achievement in ELA					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Determine individual reading goals for independent reading.	2018-2023	K-5 teachers, Media Specialist	Fully Fund the media center to replenish books	District	Reading logs Accelerated Reader
Administer and analyze running records	2018-2023	All teachers	0	NA	Running Records
Utilize the bookroom to support multi-levelled approach to reading	2018-2023	K-5, Special Education	0	NA	Check-out System
Participate in the All-Star Reading Incentive provided by the district	2018-2023	Media Specialist, Teachers	0	NA	Participation Log
Participate in Battle of the Books (4 th and 5 th Grades)	2018-2023	Media Specialist	0	NA	Contest @ District level
Full-time Literacy Coach works with 1 st -2 nd grade students and coaches teachers	2018-2023	Literacy Coach	0	NA	Observation
5 th grade utilizing Common Lit website to practice rigorous passages and questioning	2018-2023	5 th Grade teachers	0	NA	Observation, Lesson plans
Continue using “We’re All Ears” with 1st grade students – dog therapy volunteers	2018-2023	1st grade teachers	0	NA	Schedule
Author’s Visit/ School-wide literacy night	2018-2023	Media Specialist/ IC	\$400	PTA	Pictures
Community Book Club	2018-2023	Media Specialist	\$1000	Grant	Pictures, agenda, sign in

ACTION PLAN FOR STRATEGY #1: Improve Achievement in ELA					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Sounds in Motion 5K kinesthetic collaborated phonemic awareness	2018-2023	5k teachers	0	NA	Observation and Lesson Plans
Use Reading Strategies Book as a resource for Reading Instruction	2018-2023	All teachers	0	NA	Lesson plans
Partner with Public Education Partners to provide free books for students in grades k-5 to read over the summer and add to their home library	2018-2023	Pell Fain, Public Education Partners	Cost of books	Public Education Partners	Observation, books, schedule
Use coaching cycles to improve student achievement	2018-2023	Admin, Instructional Coach, Amy Hawkins	0	NA	Record keeping, Observations
Reading night for Summit Drive families	2013-2018	Pell Fain, ELA committee	Cost of night	Summit Drive	Observation, schedule of night
Continue to use district writing benchmarks to assess students' writing.	2018-2023	All teachers	0	NA	Data
Continue to use Thinking Maps to ensure writing across the curriculum.	2018-2023	All Teachers, Instructional Coach	0	NA	Observations
Use authentic writing process during Writer's Workshop in all grades and <i>Writing Strategies Book</i> as resources. Teach narrative, opinion and informational writing in all grade levels.	2018-2023	All Teachers	0	NA	Observations, lesson plans, Bulletin Board displays

ACTION PLAN FOR STRATEGY #1: Improve Achievement in ELA					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continue to use Noggin Notebooks writing in Kindergarten	2018-2023	Kindergarten Teachers	0	NA	Notebooks
Continue interactive notebooks that support writing/EL goals	2018-2023	1-5 grades	0	NA	Journals
Continue to develop integrated curriculum and literacy skills across all core content areas	2018-2023	All teachers	0	NA	Lesson plans, Observations
Use systematic organization T-chart to answer Text-dependent analysis writing questions and practice this type of writing in upper grades. Use the SC READY text dependent Rubric in 3 rd -5 th grades.	2018-2023	3-5 teachers	0	NA	Observations
First graders write and illustrate a Book and have a share day with parents and staff	2018-2023	1st grade teachers	\$200	NA	Pictures, Observation
Administer Mastery Connect Benchmarks three times a year to monitor progress toward achievement	2018-2023	Classroom teachers 2 nd -5 th , IC	0	NA	testing schedule
Collaborate during grade level planning and to assure collaborative, effective standard driven instruction and differentiation for student needs.	2018-2023	Classroom Teachers, IC, Administration	0	NA	Lesson plans, Observations
2 nd grade classes make a treasure book with various class writing pieces	2018-2023	2 nd grade teachers	0	NA	Book

ACTION PLAN FOR STRATEGY #1: Improve Achievement in ELA					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Implement a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	IC, Reading Coach, Administration, teachers	Word study kits	District	Lesson plans, observations

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional / *Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 68% in 2016-17 to 85% in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 68 (2016-17)	2017-2018 School Projected Elementary 71	74	77	80	83	86
		School Actual Elementary					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 54 (2016-17)	District Projected Elementary	57	60	63	66	69
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1: Improve Achievement in Math					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Disaggregate math data from Mastery connect and SC READY	2018-2023	Administration, IC	0	NA	Spreadsheets
Use coaching cycles to improve student achievement	2018-2023	Admin, Instructional Coach	0	NA	Record keeping, Observations
Administer common assessments to determine math level and differentiate instruction to meet individual students' needs (Mastery Connect)	2018-2023	Classroom Teachers	0	NA	Results, Common Assessment Data Analysis Form
Ensure spiral review of math skills	2018-2023	Classroom Teachers	0	NA	Observation
Administer Mastery Connect Benchmarks three times a year to monitor progress toward achievement	2018-2023	Classroom teachers 2 nd -5 th , Instructional Coach	0	NA	testing schedule
Student goal setting for fast facts	2018-2023	Classroom Teachers	0	NA	Observations, charts
Collaborate during grade level planning to assure collaborative, effective standard driven instruction and differentiation for student needs.	2018-2023	Classroom Teachers, IC, Administration	0	NA	Lesson plans, Observations
Interactive Note booking	2018-2023	teachers	0	NA	Observation
Utilize the technology program prodigy where students work through a math path designed for their needs.	2018-2023	teachers	0	NA	Observation, lesson plans

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional / *Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grade 4 only	School Projected Elementary	TBD	TBD	TBD	TBD	TBD
		School Actual Elementary					
SCPASS Science SCPASS test data file	Baseline will be established in 2017- 18 Grade 4 only	District Projected Elementary	TBD	TBD	TBD	TBD	TBD
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1: Improve Achievement in Science					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Common Assessments	2018-2023	Teachers	0	NA	Documentation/ observation
2. Coaching Cycles	2018-2023	IC, Administration	0	NA	Documentation/ observation
3. Steam/ Technology teacher 4 days a week as part of related arts	2018-2023	Susan Merrill	her salary	Flexible position provided by district	Observation
4. Data Analysis of weakest units on PASS/ Mastery Connect Benchmarks	2018-2023	IC, Administration teachers	0	NA	report
5. Use Mastery Connect to create rigorous unit tests	2018-2023	IC 4 th grade teachers	0	NA	Test examples
6. Progress Monitor and reteach according to data	2018-2023	teachers	0	NA	Lesson plans
7. Integration into ELA	2018-2023	teachers	0	NA	Lesson plans
8. Interactive Note booking grades 3-5	2018-2023	3-5 grade teachers	0	NA	observations
9. Edible student garden	2018-2023	PTA garden coordinator	varies	NA	observation
10. Intentional field trips related to science	2018-2023	teacher	varies	parents	Schedule

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional / *Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	School Projected Elementary	TBD	TBD	TBD	TBD	TBD
		School Actual Elementary					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary	TBD	TBD	TBD	TBD	TBD
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1: Improve Achievement in Social Studies					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Common Assessments	2018-2023	Teachers	0	NA	Documentation/ observation
2. Coaching Cycles	2018-2023	IC, Administration	0	NA	Documentation/ observation
3. Weekly Periodicals – SS Weekly, Time for kids	2018-2023	teachers	\$600	Local funds	Observation
4. Data Analysis of weakest units on PASS/ Mastery Connect Benchmarks	2018-2023	IC, Administration teachers	0	NA	report
5. Use Mastery Connect to create rigorous unit tests	2018-2023	5th grade teachers	0	NA	Test examples
6. Progress Monitor and reteach according to data	2018-2023	teachers	0	NA	Lesson plans
7. Integration into ELA	2018-2023	teachers	0	NA	Lesson plans
8. Interactive Note booking grades 3-5	2018-2023	3-5 grade teachers	0	NA	observations
9. Visual timeline	2018-2023	5 th grade teachers	0	NA	observation
10. Intentional field trips related to social studies	2018-2023	teacher	varies	parents	Schedule

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional / *Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 31 (2016-17) Annual Increase = 3%	Projected Hispanic	34	37	40	43	46
SC READY ELA SC READY test data file		Actual Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 24 (2016-17) Annual Increase = 3%	Projected AA	27	30	33	36	39
SC READY ELA SC READY test data file		Actual AA					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 20 (2016-17) Annual Increase = 3%	Projected SWD	23	26	29	32	35
SC READY ELA SC READY test data file		Actual SWD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 18 (2016-17) Annual Increase = 3%	Projected LEP	21	24	27	30	33
SC READY ELA SC READY test data file		Actual LEP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations ____ (2016-17) Annual Increase = ____	Projected SIP	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file		Actual SIP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 41 (2016-17) Annual Increase = 3%	Projected Hispanic	44	47	50	53	56
SC READY Math SC READY test data file		Actual Hispanic					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 46 (2016-17) Annual Increase = 3%	Projected AA	49	52	55	58	61
SC READY Math SC READY test data file		Actual AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 28 (2016-17) Annual Increase = 3%	Projected SWD	31	34	37	40	43
SC READY Math SC READY test data file		Actual SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 24 (2016-17) Annual Increase = 3%	Projected LEP	27	30	33	36	39
SC READY Math SC READY test data file		Actual LEP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	Projected SIP	TBD	TBD	TBD	TBD	TBD
SC READY Math SC READY test data file		Actual SIP					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected Hispanic					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual Hispanic					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected AA					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual AA					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected SWD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual SWD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected LEP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual LEP					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected SIP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Actual SIP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected Hispanic					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual Hispanic					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected AA					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual AA					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected SWD					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual SWD					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected LEP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual LEP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected SIP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Actual SIP					

ACTION PLAN FOR STRATEGY #1: Closing the Achievement Gap					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement data driven reflective conversations to improve teaching practice (school and individual data).	2018-2023	Administration, IC, teachers	0	NA	Evidence of data driven conversations from school meetings.
2. Implement Professional Learning Community	2018-2023	Administration, IC, teachers	0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans
3. Provide strategy and content support for teachers	2018-2023	Administration, IC, Literacy Coach, Special Education teachers, ESOL teacher	0	NA	School-based professional development offerings that provide best practice strategies and content to teachers
4. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Administration, IC, Literacy Coach, Special Education teachers, ESOL teacher	0	NA	District and School-based professional development offerings that provide best practice strategies and content to teachers

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional / *Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
FastBridge	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					

MAP	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Fountas and Pinnell	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					
FastBridge	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					
MAP	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1: Improve Achievement in students reading on grade level					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Provide RTI instruction to support students having difficulty in reading (Kindergarten teachers and interventionist)	2018-2023	K assistants, Amy Hawkins, Kelly, Hueble	0	NA	Intervention Schedule
Assess student data reading growth in grades 5K-1 and special ed. using Fast Bridge and lowest achievers in MAP for 2nd grade.	2018-2023	K-2 Teachers, Amy Hawkins, Special Ed teachers	0	NA	Fast Bridge Data
Continue Balanced Literacy during ELA Instruction	2018-2023	All teachers	0	NA	Lesson plans, Observations
Integrate instructional strategies to support critical thinking and depth of knowledge	2018-2023	All teachers	0	NA	Lesson plans, Observations
5 th grade utilizing Common Lit website to practice rigorous passages and questioning	2018-2023	5 th Grade teachers	0	NA	Observation, Lesson plans
Meet the needs of LEP students with focus on reading, writing, vocabulary, and comprehension	2018-2023	ESL teacher, classroom teachers	0	NA	Lesson plans, Observations
Analyze ELA common assessments, Mastery Connect Benchmarks and unit scores	2018-2023	IC, K-5 teachers, Administration	0	NA	Reports
Determine individual reading goals for independent reading.	2018-2023	K-5 teachers, Media Specialist	Fully Fund the media center to replenish books	District	Reading logs Accelerated Reader

ACTION PLAN FOR STRATEGY #1: Improve Achievement in students reading on grade level					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Administer and analyze running records	2018-2023	All teachers	0	NA	Running Records
Utilize the bookroom to support multi-leveled approach to reading	2018-2023	K-5, Special Education	0	NA	Check-out System
Participate in the All-Star Reading Incentive provided by the district	2018-2023	Media Specialist, Teachers	0	NA	Participation Log
Participate in Battle of the Books (4 th and 5 th Grades)	2018-2023	Media Specialist	0	NA	Contest @ District level
Full-time Literacy Coach works with 1 st -2 nd grade students and coaches teachers	2018-2023	Literacy Coach	0	NA	Observation
Continue using “We’re All Ears” with 1st grade students – dog therapy volunteers	2018-2023	1st grade teachers	0	NA	Schedule
Author’s Visit / School-wide literacy night	2018-2023	Media Specialist/ IC	\$400	PTA	Pictures
Community Book Club	2018-2023	Media Specialist	\$1000	Grant	Pictures, agenda, sign in
Sounds in Motion 5K kinesthetic collaborated phonemic awareness	2018-2023	5k teachers	0	NA	Observation and Lesson Plans
Use Reading Strategies Book as a resource for Reading Instruction	2018-2023	All teachers	0	NA	Lesson plans

ACTION PLAN FOR STRATEGY #1: Improve Achievement in students reading on grade level					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Partner with Public Education Partners to provide free books for students in grades k-5 to read over the summer and add to their home library	2018-2023	Pell Fain, Public Education Partners	Cost of books	Public Education Partners	Observation, books, schedule
Use coaching cycles to improve student achievement	2018-2023	Admin, Instructional Coach, Amy Hawkins	0	NA	Record keeping, Observations
Administer Mastery Connect Benchmarks three times a year to monitor progress toward achievement	2018-2023	Classroom teachers 2 nd -5 th , IC	0	NA	testing schedule
Collaborate during grade level planning and to assure collaborative, effective standard driven instruction and differentiation for student needs.	2018-2023	Classroom Teachers, IC, Administration	0	NA	Lesson plans, Observations
Implement a framework for explicit and consistent instruction in language and word study (phonics and phonological awareness)	2018-2023	IC, Literacy Coach, Administration, teachers	Word study kits	District	Lesson plans, observations
Utilize the 3 rd grade LLI kit provided by the district to provide intervention to 3 rd grade students not reading on grade level	2018-2023	IC, Literacy Coach, Huelbe, Eggl, 3 rd grade teachers	\$5,500	District	Lesson Plans, observations

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1: Achieving Diversity in Teaching Staff					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continue to add to the diversity of Summit Drive teaching staff. Over the past 3 years we have added three male teachers and one African American teacher.	2018-2023	Administration	0	0	Teachers at Summit Drive

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional / *Academic Goal and 1 Additional Goal* Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	94	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
	100	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					

	100	School Projected Parents	≥ 90				
		School Actual Parents					
SDE School Report Card Survey	91	District Projected Students	≥ 90				
		District Actual Students					
	94	District Projected Teachers	≥ 90				
		District Actual Teachers					
	88	District Projected Parents	≥ 90				
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1: Communicate and Promote Safety					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Continued use of the Level I and Level II background checks.	2018-2023	Front Office Staff	Changes annually	General Fund	Volunteer checks completed
Continue to implement the safety plan	2018-2023	Administration	0	NA	Safety Plan
Continue having police officers present a various times on school grounds	2018-2023	Administration, District	0	NA	Presents of police officers
Communicate clearly and effectively with all stakeholders that school emergency response plans are in place and include explanations of the training and drills that take place	2018-2023	Principals	0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
Take a proactive approach by periodically pushing out information about the safety measures that we take at Summit Drive.	2018-2023	Principal	0	NA	Safety stories on web, social media, etc.

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional / *Academic Goal and 1 Additional Goal* Gifted and Talented: Other

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #1: Improve Student Behavior					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Implementation of Leader in Me and 7 habits of happy kids	2018-2023	Administration, school counselor, teachers	\$16,000	General Funds. Local	observation
LEAD groups for boys and girls in 5 th grade	2018-2023	School counselor	varies	Local funds	Agenda, observation
Terrific Kids	2018-2023	School counselor	0	NA	Schedule, observation
Morning Meeting school-wide to promote Leader in Me and 7 Habits of Happy Kids	2018-2023	Administration, school counselor, teachers	0	NA	Observation, lesson plans
Provide Guidance lessons that promote positive behavior	2018-2023	school counselor	0	NA	Observation, lesson plans
School Counselor and Administration work closely to provide a multi-tiered intervention to find root causes	2018-2023	Administration, school counselor, teachers	0	NA	documentation

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	91	School Projected	91	91	91	91	91
		School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

ACTION PLAN FOR STRATEGY #1: Promote Caring About Students					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Teachers implement the 7 Habits within the relationships with their students	2018-2023	Administration, School Counselor, teachers	0	NA	Lesson plans, observation
Develop peer mentoring programs to support students pairing classes.	2018-2023	Administration, School Counselor, teachers	0	NA	Peer mentoring in schools
Honor every students gifts by developing leadership roles throughout the school	2018-2023	Administration, School Counselor, teachers	0	NA	observation
Continue seeking adults mentors for students in need	2018-2023	Administration, School Counselor	0	NA	Observation, list of mentors
Student led conferences	2018-2023	Administration, School Counselor, teachers	0	NA	Observation, list of mentors
Celebrations throughout the year honoring goals achieved	2018-2023	Administration, School Counselor, teachers	0	NA	Observation, list of mentors

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 96	School Projected	96	96	96	96	96
		School Actual					
	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #3: Student Attendance					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Monitor student attendance on a daily basis and conduct intervention conferences as necessary	2018-2023	Attendance Clerk	0	NA	Daily Attendance Percentage
Complete attendance referrals as necessary for students with attendance issues.	2018-2023	Attendance Clerk	0	NA	Daily Attendance
School Counselor works with District social worker to determine if support is needed/ reason behind truancy	2018-2023	School Counselor	0	NA	Documentation

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

Gifted and Talented Requires Gifted and Talented: Academic Gifted and Talented: Artistic Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 8% Lonely – 11% Angry – 5%	School Projected	Afraid ≤8 Lonely ≤11 Angry ≤5				
		School Actual	Afraid ≤ Lonely ≤ Angry ≤				
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤5 Lonely ≤9 Angry ≤7	Afraid ≤5 Lonely ≤9 Angry ≤7	Afraid ≤5 Lonely ≤8 Angry ≤6	Afraid ≤5 Lonely ≤8 Angry ≤6	Afraid ≤5 Lonely ≤7 Angry ≤5
		District Actual	Afraid ≤ Lonely ≤ Angry ≤				

ACTION PLAN FOR STRATEGY #1: Promote Emotional Health					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Mental Health Counselor works with families and students in need	2018-2023	Mental Health Counselor	0	NA	Schedule of meetings
School Counselor holds one-on-one sessions with students as well as with small groups	2018-2023	School Counselor	0	NA	Schedules of meetings
School Counselor teaches whole group lessons promoting emotional health	2018-2023	School Counselor	0	NA	Schedules of meetings
Through learning 7 habits of happy kids, students learn how to treat each other and how to solve problems in relationships in healthy ways	2018-2023	Administration, School Counselor, teachers	0	NA	Lesson plans, observations
Classroom teachers refer any issues they see with students emotionally to School Counselor and Mental Help Counselor	2018-2023	School Counselor	0	NA	Documentation of referral
School Counselor provides discreet ways for students to contact her about their needs and concerns	2018-2023	School Counselor	0	NA	documentation

2017 Report Cards

SUMMIT DRIVE ELEMENTARY

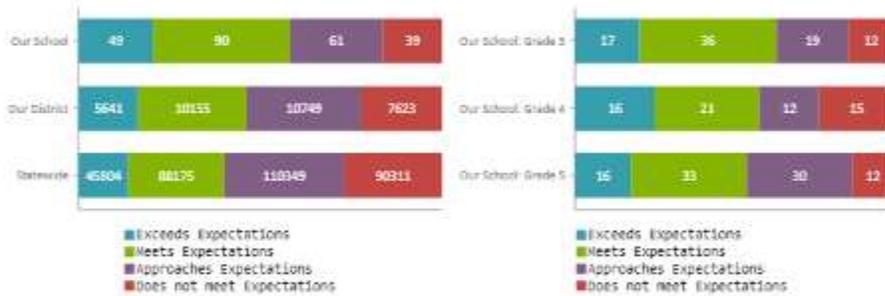
Principal: Kelly Hollans
Superintendent: Dr. W. Burke Royster
Board Chair: Dr. Crystal Ball O'Connor
School Phone: 864-355-8800

Enrollment: 475
Grades: K-5
Teachers: 31

State Rating History*
Post Year's Ratings
 2014 - Excellent
 2013 - Excellent
 2012 - Excellent

SC READY South Carolina College- and Career-Ready Assessments

English

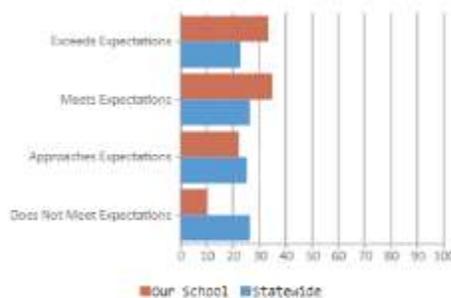


Mathematics



SCPASS

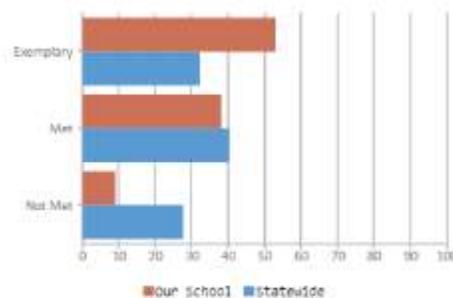
Science



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
64.1	71.4

Social Studies



Our School: Percent Met and Above for each grade level

4th Grade	5th Grade
90.6	91.2

Opportunities

For students to meet the profile of the SC Graduate

	Our School	Change from last year
Students (n = 475)		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	50.2	Down from 51.9
Attendance rate	96.2	Down from 96.8
With disabilities	18.2	Down from 18.9
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0	No change
Percentage of students served by gifted and talented program	14.3	Up from 13.1
Percentage of students retained	0.4	Down from 1.2
Teachers (n = 31)		
Percentage of teachers with advanced degrees	51.6	No change
Percentage of teachers on continuing contract	83.9	Down from 90.3

Teachers returning from previous year	92.9	Down from 94.1
Teacher attendance rate	92.4	Down from 93.8
Average teacher salary	\$53,316	Up from \$53,044
Professional development days/teacher	6.9	Down from 9.3
Percentage of teacher vacancies for more than 9 weeks	0.0	No change
School		
Principal's/Superintendent's/Director's years at school/district	3	Up from 2
Student-teacher ratio in core subjects	17.8 to 1	Down from 20.1 to 1
Prime instructional time	88.6	Down from 89.3
Opportunities in the arts	Poor	Down from Good
AdvancEd (SACS) accreditation	Yes	No change
Parents attending conferences	100.0	No change
Character development program	Good	No change

Average age of books / electronic media in the school library	13.0	No change
Number of resources available per student in the school library media center	24.1	Down from 25.3
Percent of classrooms with wireless access	91-100%	No change
Percent of students served by 1:1 learning	31-40%	N/A
Number of devices dedicated for student use	113	Down from 342
Percentage of classes not taught by highly qualified teachers	Under Revision	N/A
Dollars spent per pupil	N/AV	N/A
Percent of expenditures for instruction	N/AV	N/A
Percent of expenditures for teacher salaries	N/AV	N/A
Number of online or blended (50% online) courses offered	N/AV	N/A

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents
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	Teachers	Students*	Parents*
Number of surveys returned	34	65	15
Percent satisfied with learning environment	97.1%	90.8%	93.3%
Percent satisfied with social and physical environment	100.0%	95.4%	100.0%
Percent satisfied with school-home relations	97.1%	80.0%	100.0%