Ellen Woodside Elementary

Shawn McCain – Principal

Greenville County School District

Dr. Burke Royster – Superintendent

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

<div align="center">**SCHOOL RENEWAL PLAN COVER PAGE**</div>

SCHOOL NAME: Ellen Woodside Elementary

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 *(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	*W. Burke Royster* (signature)	
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Shawn McCain	*Sh. L. McC...* (signature)	3/22/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Amber Garrison	*A. Garrison* (signature)	3/22/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Leah Sullivan	*Leah Sullivan* (signature)	3/22/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 9122 Augusta Rd. Pelzer, SC 29669

SCHOOL TELEPHONE: (864) 355-4900

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

Stakeholder Involvement

Position   Name

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

2.   Teacher ……………………………………………………………...Bobbi Jo McNeely

3.   Parent/Guardian …………………………………………………..Jennifer Hogg

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

5.   Paraprofessional …………………………………………………..Jane Presely

6.   School Improvement Council Member ………………………….....Alissa Bache

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

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

9.   School Read To Succeed Literacy Leadership Team Member …………Angie Carroll

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

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

SC SDE Assurances

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

○ Yes
○ No
○ 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).

○ Yes
○ No
○ 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).

○ Yes
○ No
○ 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.

○ Yes
○ No
○ 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.

○ Yes
○ No
○ N/A

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

○ Yes
○ No
○ N/A

Innovation
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

○ Yes
○ No
○ 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).

○ Yes
○ No
○ 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.

○ Yes
○ No

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.

○ N/A	
○ Yes ○ No ● N/A	**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.
○ Yes ○ No ○ N/A	**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.
○ Yes ○ No ○ N/A	**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.
○ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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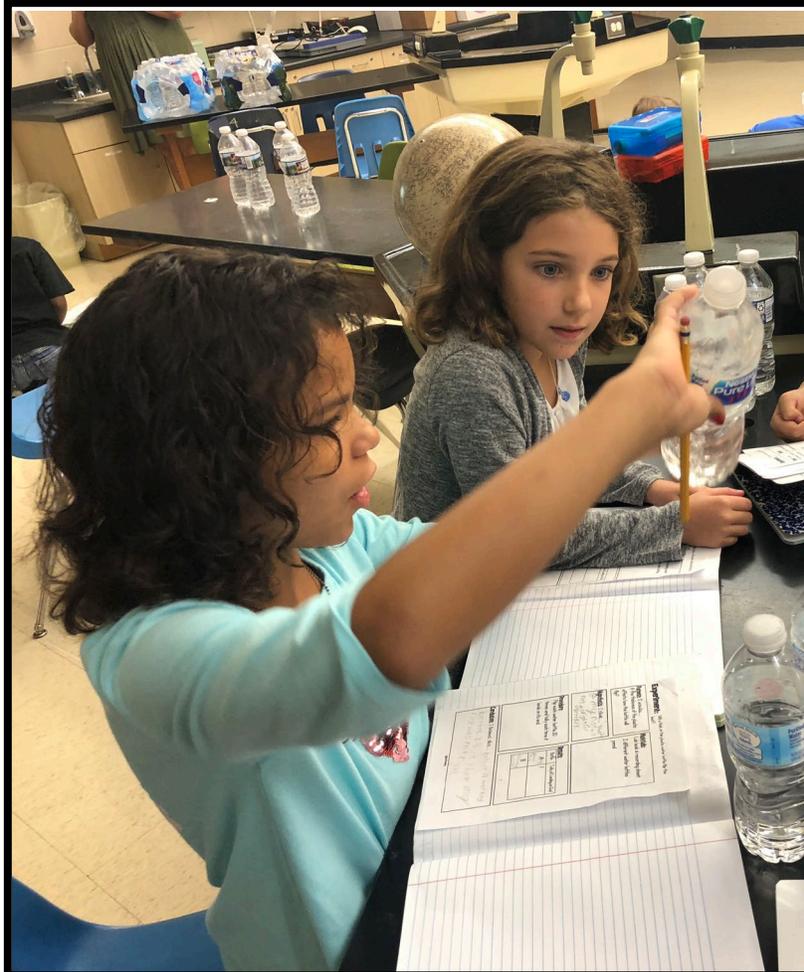
Introduction

This section includes:

Summary of Self Study Process

Stakeholder Involvement

The Ellen Woodside Elementary School Portfolio

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

The South Carolina Department of Education was granted a waiver in July 2012. This granted a waiver from several accountability requirements of the Elementary and Secondary Education Act (ESEA). The waiver allows SC schools to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place. This allows the state to determine if each school met the target or made progress toward the target. The analysis results in a letter grade for the school instead of a pass/fail rating. Ellen Woodside received a 76.4% (C) on the 2014 State Report Card. As defined by the State Report Card, a C rating can be defined as "performance meets the state's expectations". This rating is based on average number of students performing reaching the target set by the state on the Palmetto Assessment of State Standards (PASS) test. Ellen Woodside scored an Absolute Rating of Average and a Growth Rating of Average. In accordance with state law, the school did not receive a grade for the 2015 school year. In 2016, the school received an Average rating. For the 2017 school year schools did not receive a rating. During the fall of 2018, all schools in South Carolina were rated using a single accountability system. Ellen Woodside received a score of 52, which equals an Average rating.

The school will monitor SC Ready and SC PASS data, as well as FastBridge and data collected from TE 21 benchmarks. SC PASS and SC Ready data will be used in the portfolio as well as for school, teacher, and student goals. SC Ready and SC PASS will be taken in May. Students in Kindergarten through second grades will be assessed using FastBridge three times a year. Third through fifth grade students will be assessed in ELA and math three times a year using the TE 21 Benchmark through Mastery Connect to monitor students meeting standard expectations. Second grade students will take the TE21 Benchmark at the end of the 3rd quarter in both

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

- Executive Summary

- School Profile

- Mission, Vision, and Beliefs

- Data Analysis and Needs Assessment

- Action Plan

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

Leadership Structure

Mr. Shawn McCain served his first year as Principal of Ellen Woodside during the 2018-2019 school year. Mr. McCain has prior experience as an Assistant Principal in Greenville County. He also served as a physical education teacher at the elementary and secondary levels and as an Assistant Principal in the district. His leadership allows for more staff input in the decision-making process through Vertical Teams and Faculty Advisory Council. All stakeholders recognize that we need greater staff buy-in if decisions were to lead to substantial school improvement. The leadership team also feels a strength of our structure includes a common planning time for grade levels and the involvement of the Instructional Coach and Literacy Specialist within the planning and organization of professional development. Mr. McCain uses information and input from the faculty to guide his leadership decisions as he serves in his role as principal.

Faculty Council

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

2018-2019 Faculty Council Members	
Kindergarten	Lacey O'Bryan
1st Grade	Taylor Sowell
2nd Grade	Sandra Holliday-Culbertson
3rd Grade	Michelle Williams
4th Grade	Wendy Page
5th Grade	Allie Long
Related Arts	Kyle Herr
SPED and Teacher of the Year	Kattie Eskew
Instructional Support	Leah Sullivan, Colleen Varda
Administration	Shawn McCain, Nathan Deese

Meeting Times for Staff

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

Roles and Responsibilities

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

Grade Level Teams

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

- Every teacher will participate in weekly meetings with his or her grade level.

- Teachers will coach and support the implementation of the standards in each other's classrooms.

- Grade level teams will be guided by the action teams.

- Common assessments will be used to guide decisions in instruction.

- Teachers will study and support each other's implementation of best practices.

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

Multi-Grade Level Action Teams

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

- Improve instruction and student achievement results school-wide.

- Guide, enforce, and reinforce the school plan.

- Members attend district meetings and report information back to the staff in each content area.

- Ensure the implementation of standards and the vision within and across the grade levels.

- Monitor student progress and address concerns.

- Be a resource for the implementation of standards and district curriculum.

- Review data and plan for improvement.

- Disseminate content information from the district, state, and federal government.

- Troubleshoot the concerns of teams.

Ellen Woodside Action Teams (Vertical Teams)
2018-2019

Primary	Kindergarten, 1st, and 2nd				Intermediate	3rd, 4th, and 5th			
Writing	Duerk	Carroll Reynolds	Culbertson	Sherbert	Writing	DeSantis	Page	Linares	Herr
Reading	Jefferies	West	Grant	Griffin	Reading	Bagwell	Sylvester	McNeely	Lewis
Math	O'Bryan	Sutherland	Fant	Tarr	Math	Kapousidis	Mesardjian	Brashier	Kilian
Science/S.S.	Mayfield	Copeland Powell	Bellinger	Bruce	Science/S.S.	Maddox	Eller	Lockaby	
Technology	Drummond	Sowell	Urso	Couch	Technology	Williams	Eskew	Long	Tinsley

"Staff as a Whole" Meetings

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

- Collaborate with peers regarding professional development literature.

- Share best practices.

- Ensure clear communication throughout the school.

- Participate in professional development based on student needs.

- Review data (student learning, questionnaires, demographics, school process, and student learning style preferences).

- Review student work.

- Share research and brainstorm best practices as related to differentiated instruction.
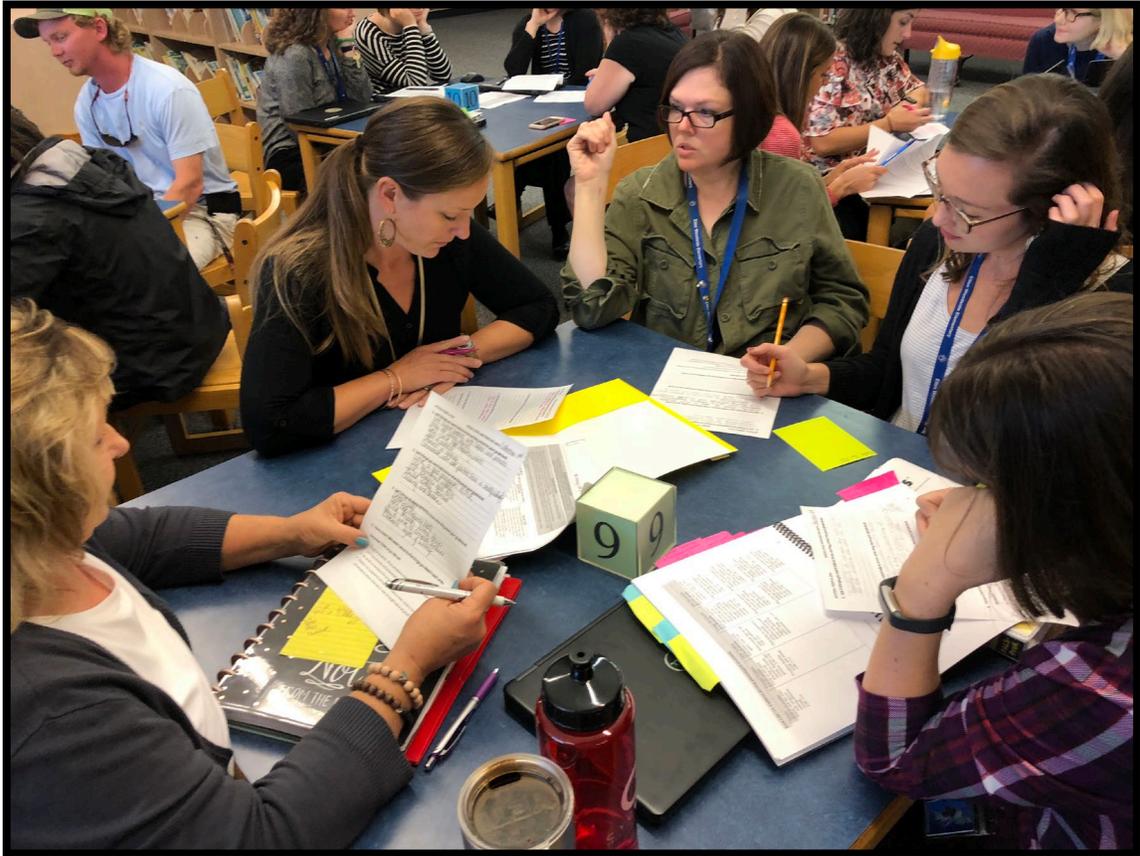
Executive Summary

This Section Includes:

Needs Assessment

       Student Achievement

       Teacher and Administrator Quality

       Assessment for School Climate

School Challenges

Accomplishments and Results

Executive Summary

Needs Assessment

Student Achievement

Based on SCPASS results, students at Ellen Woodside fell below the district percentage of students in the meets and exceeds expectations category in ELA by 4%. This is up from a gap of 11% the previous year. As a school, the male population in the meets and exceeds category was 39%, while the female population scored 51%. When looking at ethnicity, 48% of white students scored meets or exceeds while 33% of African American and 37% of other races scored in those categories. The implementation of Balanced Literacy will aid in raising test scores for this population, as well as individual student action plans in reading. Students will be taught reading and writing in small, flexible groups based on their reading and writing abilities. Teachers will conference with individual students weekly, and students will read text independently on their level to increase reading fluency and comprehension. In addition to providing a balanced approach, teachers will collect individual student data in reading to set goals with students. Struggling readers will have a written action plan created by the teacher where planned intervention strategies will be implemented in the classroom. Teachers will conference with students regularly during reading workshop to collect data. Students with IEPs will be served in both an inclusion and resource setting depending on student IEP goals and needs.

For math, SC Ready results showed 57% of students scoring in the meets and exceeds categories. This is 4% higher than the district average of 53%. Of the female population, 54% scored meets and exceeds while 56% of males scored in those categories. When comparing performance in math by ethnicity in the meets and exceeds categories, 59% of white, 41% of African American, and other races 53% scored in those categories. Teachers will continue the usage of Reflex Math in classrooms to increase math fact fluency throughout the school. Teachers will also meet with small math groups to provided individualized math instruction in the classroom. Common Assessments will be used to track student achievement in the area of math throughout the school year. Mastery Connect will be used to track student mastery of math standards. This will allow teachers to plan instruction based on student needs in the

classroom. Students in grades one through five will also complete a spiral math review each week to retain information learned throughout the year.

In regard to science, the percentage of students scoring "Met" and "Exemplary" on the SCPASS test was 56%. This is equal to the district average, but six percentage points higher than the state average. As a school, we will continue to work on science in order to provide rigorous instruction for our students to meet the standards. Teachers will continue to implement interactive notebooks. Teachers in 3rd-5th grades will be required to utilize the science lab once a week to provide hands-on science instruction. The Instructional Coach will support teachers in planning science lessons that include engineering practices and provide students the opportunity for inquiry and problem solving. A S.T.E.A.M. lab will be added to the school during the 2019-2020 school year to focus on engineering practices in grades two through five.

In the area of Social Studies, 71% of students scored in the "Met" and "Exemplary" categories. This is 4% lower than the district actual, but 2% higher than the state actual. In comparison to 2017 scores, social studies decreased by 8%. The instructional coach and literacy specialist will continue to work with grade level teams to plan rigorous social studies lessons that are integrated with reading and writing. This will offer more exposure to the social studies content throughout the school year. The focus for integration will be placed on Interactive Read-Alouds.

Teacher and Administrator Quality

According to the 2018 school report card, the percentage of teachers with advanced degrees at the school was 38%. Eighty one percent of teachers were continuing contract, which is down from 91% the previous year. The number of teachers returning to the school from the previous year was 80%. This percentage also decreased from the year prior by 12%. The teacher attendance rate was 94.4%, which was up from 90.2% in 2017.

The principal has been in education for 19 years and has served as the principal of the school for one year, with previous experience as an Assistant Principal. The Assistant Principal served his third year at the school, and was an Administrative Assistant before coming to the school. The Instructional Coach served her seventh year in the coaching position at the school with a total of 15 years in education.

School Climate

Teacher, student, and parent satisfaction of the instructional program, school safety, and school-home relations was somewhat different in each category. Of the surveys returned during the 2017-2018 school year, the lowest area was parent satisfaction with school-home relations. The data showed that 89% of parents were satisfied in this category. This was down from 92.7% the previous school year. Teachers reported 100% satisfaction with school to home relations. This is a 8% increase. The highest area reported for all participants was satisfaction with social and physical environment with over 95% of all parties satisfied. Teachers reported 100% satisfaction with both the school-home relations and social and physical environment at the school.

Significant Challenges the Past Three Years:

Many first year teachers were hired in the past three years due to the growth of the school and transition of former teachers to other Greenville County schools. These new teachers require training in all district initiatives.

Using data to plan differentiated instruction in all subject areas has been a challenge for the past few years. Teachers are meeting with both the Instructional Coach and Literacy Specialist to disaggregate data on a weekly basis. The coaches are working alongside teachers to use the data for planning more rigorous and targeted lessons in their classrooms. Through this, teachers are also learning to create action plans for students and help students set and achieve individualized learning goals.

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

School Profile

This section includes:

Description of School Community

School Personal Data

Student Population Data

Academics

Ellen Woodside Elementary School

Ellen Woodside Elementary, located on Highway 25 in the southeastern section of Greenville County, currently serves 719 (March 26, 2019) students in grades 4K through fifth grade Ellen Woodside Elementary is one of 53 elementary schools in the Greenville County School District. It is located in southern Greenville County. The school facility sits on a 16 acre lot. The area of the school building is approximately 95,000 square feet. To appreciate the rich heritage of Ellen Woodside Elementary, one must consider the many people who have touched the soul of our long lasting institution. People are the heart of Ellen Woodside and so, the people of our community, make up the important history of our school.

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

The Southern Connector provides easy access to surrounding cities. The addition of restaurants, gas stations, and retail stores has created more job opportunities for members of our immediate community. We expect continuous growth due to new construction in the area.

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

Ellen Woodside Elementary Staff

Our present staff consists of a principal, an assistant principal, one instructional coach, one literacy specialist, one school counselor, a school nurse, a media specialist, 32 classroom teachers,

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

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

Of the faculty, 81% are continuing contract teachers. Seventeen of these teachers have been at Ellen Woodside for 10 or more years. Teacher attendance rate for the 2017-2018 school year was 94.4%.

Of the teaching staff, 38% have obtained advanced degrees. All of our teachers are considered "Highly Qualified" as defined by the state. According to the 2018 state report card, teachers spent an average of 8 days involved in professional development. Teachers are working in the summer and after school hours to receive professional development outside of the school day. The district offers many courses through Summer Academy and the Upstate Technology Conference to help develop teachers in instructional best practices, behavior, and technology.

Student Population

There are 719 students currently enrolled in Ellen Woodside Elementary School. The number of students in each grade level has increased in the past three years. In response, new teaching positions have been added to all grade levels. Teacher to student ratios are shown in the chart below:

Grade Level	#of Teachers	Students : Teacher
K4	1 teacher 1paraprofessional	23 : 2
K5	5 teachers 5 paraprofessionals	25 : 2
1st	7	15 : 1
2nd	5	22 : 1
3rd	5	21 : 1
4th	4	27 : 1
5th	5	24 : 1

At Ellen Woodside, Caucasian students make up 65% of the population, African Americans make up 19% percent, and other ethnic backgrounds (including Hispanics, American Indians, Asian, and two or more races) make up 16% of the school population. The ratio between Caucasians and African-Americans had remained relatively constant over the years.

Enrollment Over- Time

Over Time

	2015-2016	2016-2017	2017-2018	2018-2019
# Students	656	674	682	716
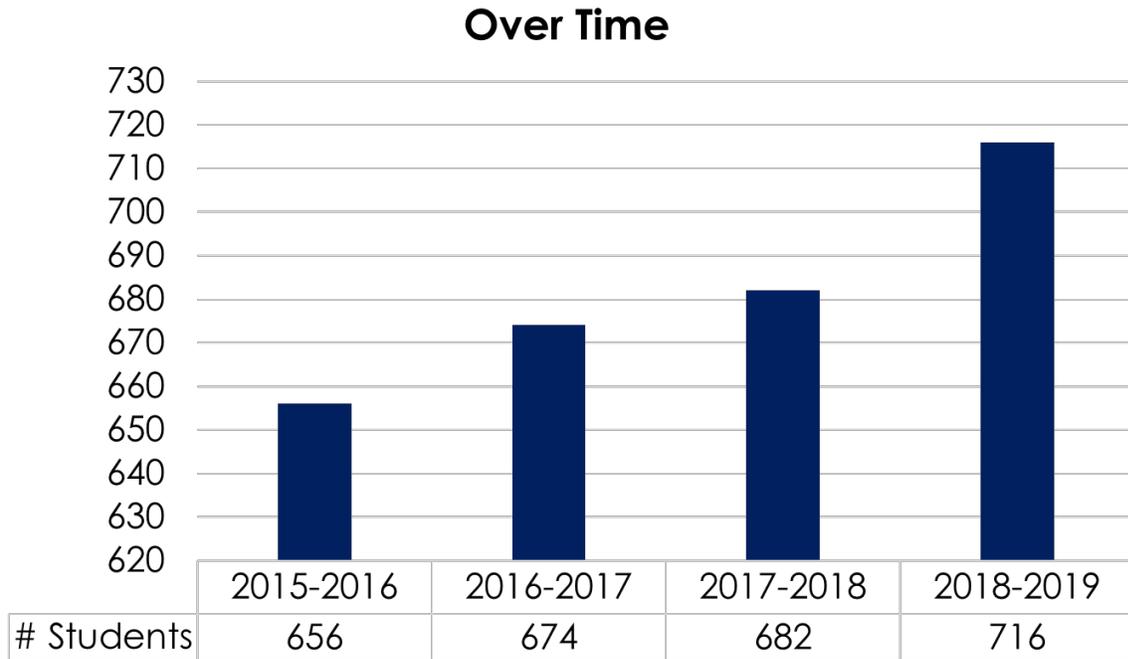
Over the past four school years, our population has changed as shown in the bar graph above. Due to the development of new neighborhoods in the community, we have experienced an increase in students this school year. Due to the location of the school, many families who are zoned for Ellen Woodside are closer to other Greenville County schools. This impacts our school population because many families receive special permission to attend a closer school. However, as those schools are at capacity, we are receiving more students from suburban areas than in years past resulting in a population increase.

Many of the students at Ellen Woodside Elementary come from lower income working class families. During the 2017-2018 school year, our free and reduced lunch program included 56% of the student body. Free and reduced status has remained fairly consistent over time. The poverty index for Ellen Woodside is 68%.

Lunch Status Over Time

	2016-2017	2017-2018	2018-2019
Paid	40.3%	40.9%	44.0%
Free/Reduced	59.7%	59.6%	56.0%
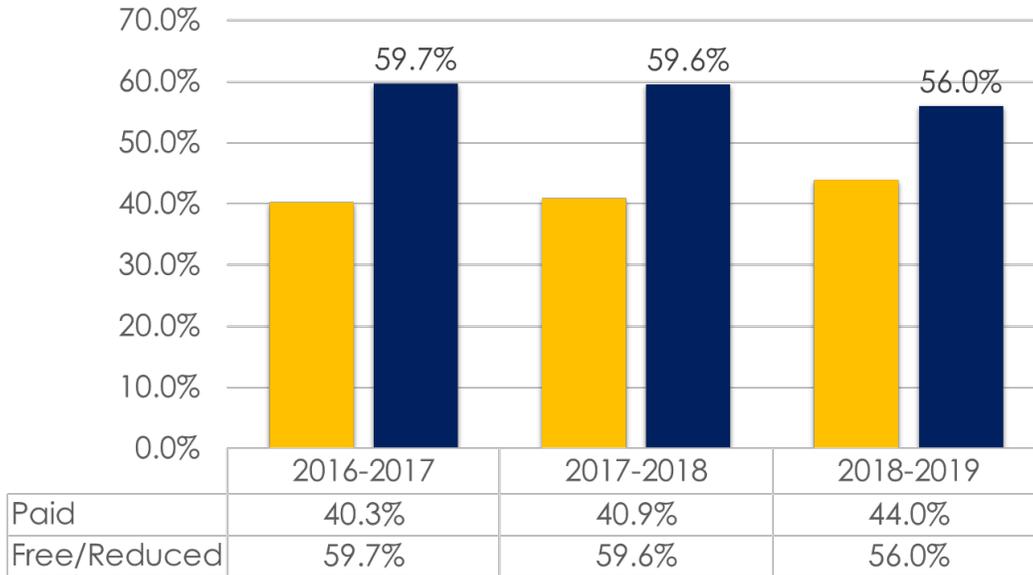
Student Services

Currently, Ellen Woodside has 36 students enrolled in the district Challenge program. This is over 10% of the population of qualifying grade levels. Challenge is for students in third through fifth grades. Standardized test scores and national-normed tests are used to determine acceptance into this program.

The percentage of our students with disabilities other than speech is 8%. These disabilities include learning disabled, other health impairments, autism, emotionally disabled, and developmental delays. Services are provided through inclusion and pull out programs for resource students. There is one intermediate self-contained classroom for emotionally disabled students.

Ellen Woodside Elementary Student Services (2018-2019)

Developmentally Delayed	6
Other Health Impaired	6
Learning Disabilities	33
Autism	6
Speech	47
Hearing Impairment	1
ED	3
Multiple Disabilities	19
Challenge	36
RTI	61
ESOL	39

Attendance Rate:

Our student attendance rate for 2017-2018 was 96%. This was up from 95% the previous school year. The school is slightly higher than the district average of 95.7%. Attendance conferences are held with parents and students who have excessive absences and tardies. The phone notification system is used to contact parents of students who are absent from school or tardy. Truancy referrals are completed for students that have five total unexcused absences or three consecutive absences. The Principal, Guidance Counselor, Attendance Clerk, and Assistant Principal are working to communicate with families to reduce the number of truancy referrals for the current school year.

Student Programs

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

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

Safety Patrols

Morning News Broadcast Team

Friday Book Buddies

Intramural Sports

Chorus

Michelin Lunch Buddies

Mentoring

KATS Tutoring Program

Riley Readers

Recorder Club

Technology Team

Ukulele Club

Battle of the Books

Robotics Club

Ellen Woodside provides support to families by providing an after-school Extended Day Program. Ellen Woodside works with the local high school and career center to provide learning opportunities for students. The PTA offers students a variety of activities throughout the school year.

School Community

Our principal, Mr. Shawn McCain, is in his 19 year of education. Mr. McCain is in his first year as Principal at Ellen Woodside Elementary. He served as Assistant Principal for three years at Plain Elementary as well as three years at Ellen Woodside Elementary prior to becoming Principal. He was a physical education teacher for 12 years and has coached basketball, soccer, and golf for Greenville County Schools.

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

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

the action teams to align with the goals in that area. SIC (School Improvement Council) involves members of the community in decision-making.

Local Community

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

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

Partnerships are described below:

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

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

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

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

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

Core Kids Afterschool Program The CORE Community Center provides free after school care to 15 Ellen Woodside students. These students were selected to participate in this program by the principal and the CORE Kids program director. These students receive free transportation to the CORE each afternoon. They are supervised by two

certified teachers from Ellen Woodside who provide academic help with homework and take the students on community field trips. Students in this program each have a mentor that meets with them regularly, in addition to the support they receive after school.

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

Woodmont High School: The students at Woodmont High School come for various events throughout the year such as Red Ribbon Week, Field Day, and to volunteer in classrooms. Students from Ellen Woodside worked with the WHS drama department to present the musical production of *The Little Mermaid*.

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

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

Ellen Woodside Buddy Program (Partnered with Mentor Greenville) The mentoring program reaches out to our staff members, community members, and business partners, such as Michelin, to find mentors for students. A mentor is a caring, adult volunteer who is willing to come once a week to help our students succeed in school. Mentors work with teachers to help students develop strategies to have great success in school. During the "buddy session", students share lunch, read books, and practice other academic skills with their mentors. Currently 10% of the student population is being served by a mentor.

Public Education Partners Since 2012, PEP has sponsored a Free Book Fair for students at Ellen Woodside. PEP raises money each year to support summer reading. Students receive free books, of their choice, to take home for the summer at the end of the school year. They are also invited to participate in free reading activities sponsored by PEP during the summer. PEP hosts a family reading night during the summer to help parents help their children read at home.

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

We encourage family members and community members to present at our annual Career Week events. Local churches are also important to the community and provide the Good News Club, school supplies, and after school programs for students. A school-wide "Michelin Day" is held each year for students to explore engineering jobs. Businesses have been generous with donations to our school. They are fully aware of Ellen Woodside's vision. Our goal is to encourage more involvement and to create a reciprocal relationship between our school and the business community. We do provide publicity for

these businesses through newsletters and the school web site. There are also articles of recognition sent to the local news associates. Events are held at partners' locations to help raise funds for the school and bring in business for our supportive companies.

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

Partnership Plan

The Ellen Woodside Elementary staff evaluated our partnership development history. The school created a School Community Plan to build positive relationships within our school community and the South Greenville Community. We felt that at the school level we needed a committee to form a plan to increase partnerships, strengthen our relationship with existing partners, and equalize our roles as members of the community. As a result of our needs we formed the Student Climate / Community Achievement Team. This plan will evolve and grow throughout the year. Current practices and new ideas formed by the committee are listed below:

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

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

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

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

- Parents are kept informed of school activities through *Monday Memos*.

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

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

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

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

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

- PTA sponsored activities that involve our community partners include: School Dances, Barrier Island Trip, the Fifth Grade Picnic, Award Presentations, Color Run, Breakfast with Mom, Donuts for Dads, Talent Show, Teacher Appreciation Week, and the Volunteer Appreciation Banquet.

- Parent, teacher, and student conferences are required mid-year, for all students.

- Grade level activities are encouraged that include parents visiting the classrooms and taking part in activities that enhance the curriculum. (ex. Music Performances, SC Play, Art Show)

The above are a few of the activities we are currently implementing and some that we plan to implement throughout the school year. Our next steps are to ensure that we are making contributions to our surrounding community.

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

- We also encourage family members and community representatives to take part in our annual Career Week events sponsored by our Counseling Department.

- We provide publicity for all of these stakeholders through weekly newsletters, banners, the school marquee, weekly phone messages, and the school web site. We send information on school events to the local news associates each week for publication, as well as posting events and information to our school Facebook, Twitter, and Instagram accounts.

Our Ellen Woodside PTA and SIC act as liaisons between our school and local businesses to aid our school in obtaining resources for school programs. The PTA plays a vital role in initiating, developing, and implementing programs throughout our school and community. This organization also secures funding necessary to support student programs. The SIC (School Improvement Committee) is also a key component of the Ellen Woodside community. Our current SIC roll includes a State House of Representatives member, business partners, educators, and parents.

Safety, Cleanliness, and Adequacy of School Facilities

Ellen Woodside Elementary and the district are both committed to having a safe and clean environment for learning. At the site level, there is an emergency preparedness plan. Routine fire and emergency drills are held on a monthly basis. Planning for various potential emergencies is done in coordination with regional agencies, with the district, and school plans stressing safety for the students first. At least one coordinated tornado drill is held regionally in which the district participates. Zone Patrol police officers visit the school three to four times daily to check-in and provide a police presence in the school. The district provides all teachers with flip charts regarding emergency procedures, a radio for emergency use when all communication systems are down, and intensive training for procedures and building assessments. The school has ten trained First Responders and an AED device. The team is assessed yearly to monitor compliance with district expectation.

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

Other aspects of the school/district safety program include:

- District safety committee and plan

- School safety committee and policy procedures for handling emergencies

- On-line Mandatory Safety Training

- Safety guidelines

- Maps, locators, and emergency forms

- Shelter in place procedures / Crisis Response Team duties

- AED Equipment

- Emergency equipment and technology

- Playground safety procedures and checklist

- School Safety Policy and Procedures

- Emergency communication procedures and phone list

- Fire safety inspections

- Campus supervision

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

Classroom Discipline/ Learning Climate

Ellen Woodside Elementary School provides a disciplined, but stimulating, learning climate for students. Student discipline is the responsibility of all Ellen Woodside staff members. Teachers and staff use the CHAMPS program to have common expectations for behavior throughout the school building. The premise of the program is that students are given very clear expectations regarding the activities and the guidelines for success. The program is implemented in the classrooms and throughout the building.

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

A major goal is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, Ellen Woodside offers many opportunities for student participation and recognition. Learning habits are highlighted each month in classrooms, in student agendas, on the morning news show, in Monday Memos, and on the school website. Students are encouraged and expected to maintain appropriate behavior and show good character at all times because disruptions interfere with learning. The students are recognized on the morning show and by administration. Other information about school and classroom rules are distributed and discussed throughout the year. Students are expected to follow the expectations of a "Top Cat Student" and school-wide consequences are established. These expectations are displayed in each classroom and throughout the school. Students are often rewarded for positive behavior through verbal praise, individual rewards, classroom celebrations, and character award recognition. Rewards are given by teachers and the administration.

Instructional Program

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

We use a variety of programs at Ellen Woodside Elementary to enhance the curriculum and to reach all students' learning styles. We are currently using the Houghton Mifflin series for Math instruction in combination with the district curriculum guides. For the 2015-2016 school year, all grade levels fully implemented the South Carolina Career Readiness Standards in math. In addition to the text our teachers use hands-on activities such as "Every Day Math Counts" and Math 4 Today. Teachers have worked with the district math specialist throughout the school year to analyze current teaching methods and improve upon their math teaching. All first grade teachers were trained in the Guided Math approach during the 2017-2018 school year. These teachers have implemented this approach in their classrooms, and have opened their classrooms as learning labs for other teachers. This will continue to be a focus at the school for the next few years to increase math achievement. Teachers have also worked with the Instructional Coach during grade level meetings to analyze assessment data and collaboratively plan instruction based on the data collected. In Language Arts, our teachers

are using a balanced literacy approach with an emphasis on integrating social studies and science with the Language Arts into the curriculum. Teachers use historical novels and various genres of writing to involve students in the learning process. Teachers use mentor texts to teach reading and writing during whole group reading minilessons. Students receive on average, 40 minutes of independent reading time each day with authentic literature. Teachers use leveled books from the current reading, science, and social studies series to teach guided reading lessons. To effectively implement writing workshop in the Balanced Literacy approach, a teacher from each grade level received year-long PD in the area of writing workshop to begin implementation in their classrooms. These mentor classrooms will be used for learning labs in the future as other teachers are trained. The core social studies materials for primary grade come from the Houghton Mifflin series and for intermediate grades come from the Scott Foresman series, however; in order to meet county and state standards, materials are pulled from other resources. The science textbooks are provided through McGraw-Hill and health books are from Harcourt. Teachers use Foss and Smithsonian science kits to meet the standards for science / health instruction. The district curriculum maps are used by all teachers, in all content areas, to collaboratively plan rigorous instruction. Reinforcement is provided through the use of group and individual projects, field trips, guest speakers, and virtual learning. Teachers use Reflex Math and Mastery Connect to reinforce math learning.

Language Arts

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

- A Balanced Literacy approach is implemented in all classrooms.

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

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

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

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

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

- Teachers participated in a book study with "The Literacy Teacher's Playbook" by Jennifer Serravallo to learn how to collect and analyze reading data to create individualized reading action plans for students.

- Student writing is displayed throughout the building.

- One primary teacher and one intermediate teacher attended the district's Literacy Mentor to create learning labs that are used for training of the Balanced Literacy Approach at the school level

- Initiative to become balanced literacy mentors at the school level.

- Writing is required in all curricular areas and rubrics are used to assess student work. Student writing portfolios are maintained as documentation of student growth.

- Teachers have attended state writing conferences and workshops.

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

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

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

- Weekly grade level planning is utilized to assure collaborative, effective standard driven instruction.

- Common Assessments are used in ELA to continuously track student achievement. Data collected from CAs is discussed during grade-level meetings to guide instruction.

Math

Currently we use the Houghton Mifflin, *Go Math*, textbook as a guide to mathematics in kindergarten through fifth grade in addition to district curriculum. This program of teaching math

uses a systematic step-by-step approach to developing mathematics concepts and skills. The focus on problem solving and reasoning provides opportunities for students to demonstrate and apply their understanding. Integrated test preparation ensures that students will succeed on high-stakes state and district tests. As in Language Arts, our math curriculum is standards-based.

In addition to classroom instruction students are offered:

- Everyday Counts Calendar Math in primary grades

- Use of manipulatives in math lessons

- First through fifth grade students complete weekly spiral math reviews developed from CA data and teacher collaboration. Data from these reviews is used to determine student mastery of content of the course of the school year.

- Common Assessments are used in math to continuously track student achievement. Data collected from CAs is discussed during grade-level meetings to guide instruction.

- Reinforcement of math concepts in the Computer Lab

- Students use Reflex math at home and school to build fact fluency

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

- First grade teachers have been trained in Guided Math and have opened their rooms at learning labs for other teachers in the school.

On Track

During the 2018-2019 school year, Ellen Woodside utilized an On Track team to identify and help struggling students. This team included the assistant principal, literacy specialist, guidance counselor, school psychologist, and the classroom teacher. Students were referred to On Track based on attendance, behavior, and academic performance. Data was collected from the district's GCSource database and through observation of the student in the classroom. Teachers and administrators were responsible for identifying and referring students to the process. After being identified as a potential candidate for the process, the team met to analyze data collected by the classroom teacher that helped identify the student. In the initial meeting, the team discussed strategies and interventions to put in place in the classroom to help the student. Interventions were then tried in the classroom and the teacher

collected new data for the second meeting to determine if the student needed further assistance. If that was determined, the parent of the student was invited to a meeting with the team to discuss plans for psychological testing. This testing was used to determine if the identified student's academic concerns were related to a learning disability.

Professional Learning Communities

Teachers meet regularly in PLCs to discuss school-wide, grade level, and individual classroom data. Twice a month, grade level PLCs meet to include the Instructional Coach, Literacy Specialist, and Principal. During these meetings the community analyzes data collected in the classroom to identify strengths and weaknesses. This data is used to plan grade level instruction. Instruction is differentiated in classrooms based on the data analysis. Teachers meet in Vertical Teams monthly to discuss school-wide data. These teams work to improve instruction and overall school culture. The focus for the 2018-2019 school year was to increase the quality of the school culture.

Mission, Vision, and Beliefs

This section includes:

Mission
Vision
Values and Beliefs

Mission

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

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

Vision

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

Values and Beliefs

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

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

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

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

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

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

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

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

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

Data Analysis and Needs Assessment

This section includes:

Student Achievement Needs Assessment

Teacher and Administrator Quality

School Climate Needs Assessment

Student Achievement and Needs Assessment

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

In addition to graded assignments teachers assess student performance and achievement through additional methods. Data notebooks are used for every student to set individual and classroom goals. Children set goals for themselves based on data kept within their data notebook. FASTBridge assessments are used not only with the RTI groups, but with all K5 – first grade students to monitor growth in reading. Checklists are used in conjunction with state and district standards as proof of mastery. Fluency reading tests are used as a required benchmark to measure student performance in grades one through five. This spring, all teachers will administer the Fountas and Pinnell Benchmark to assess reading levels and calculate growth in reading from the beginning of the school year. Class profiles are developed quarterly and are used as a tool to measure the effectiveness of math instruction.

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

Disaggregated Achievement Results

Current SC Ready, SCPASS data, and previous years' SCPASS data information has been broken down and evaluated by staff members. The information in this section provides a detailed look at subgroup performances last year as well as over time. Each Achievement Group works with

specific grade level information during monthly meetings. There are very similar characteristics between grade levels; therefore the data chosen to direct the focus of this section are based on subgroups rated by the state. We compare our school with other similar schools in the district as well as the state in order to gain a better understanding of where we are with our SCPASS and SC Ready scores. When looking at schools like ours in our district and in the state, our students performed average.

The graph below shows SCReady scores for Ellen Woodside compared to norm data for Greenville County Schools. There are three years of data that will be compared in this section. The data shows that Ellen Woodside students meeting or exceeding was 55% in math and 45 % in ELA. Both of these were up from the year prior. Math increased 11 percentage points and ELA increased 8 percentage points from the previous year. When compared to the district, our students scored below the district average in both areas, with ELA being lowest.

SC Ready-ELA

EWES Compared to GCS

	2016	2017	2018
EWE	41%	37%	45%
GCS	50%	49%	51%

SC Ready-Math

EWES Compared to GCS

	2016	2017	2018
EWE	50%	44%	55%
GCS	56%	54%	60%
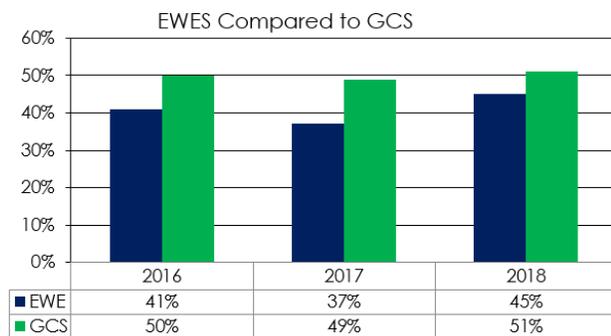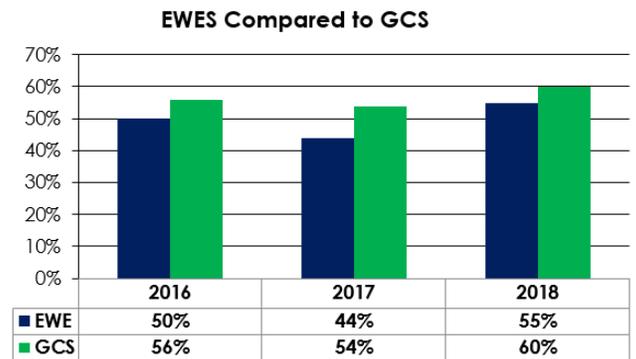
Current ELA SC Ready Data by Grade Level

ELA by Performance Level

	Does Not Meet	Approaches	Meets	Exceeds
3rd	16.7%	22.5%	40.2%	20.6%
4th	23.6%	29.1%	28.2%	19.1%
5th	29.3%	41.4%	25.6%	3.8%
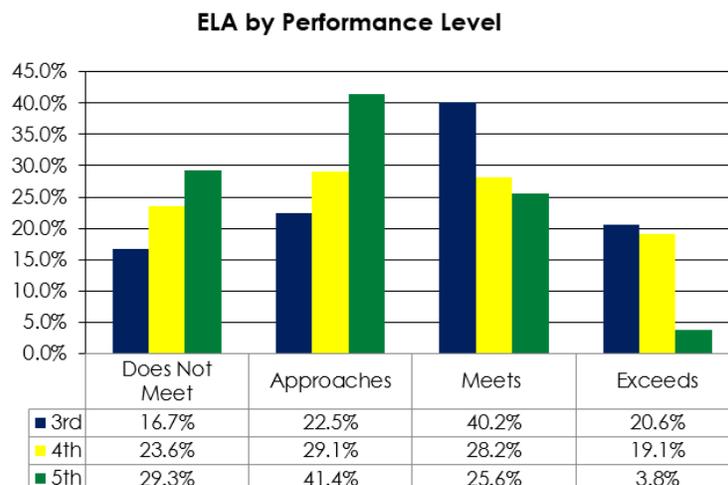
When looking at the data by grade level, it shows that students scoring meets or exceeds is 61%, in

Math by Performance Level

	Does Not Meet	Approaches	Meets	Exceeds
3rd	9.8%	21.6%	41.2%	27.5%
4th	17.1%	26.1%	31.5%	25.2%
5th	25.0%	31.1%	31.1%	12.9%
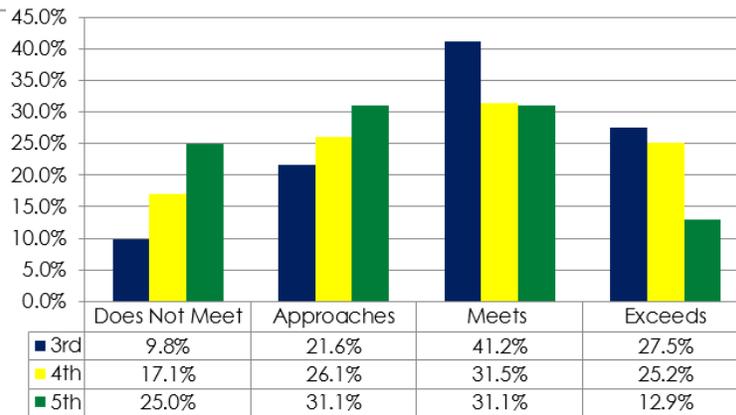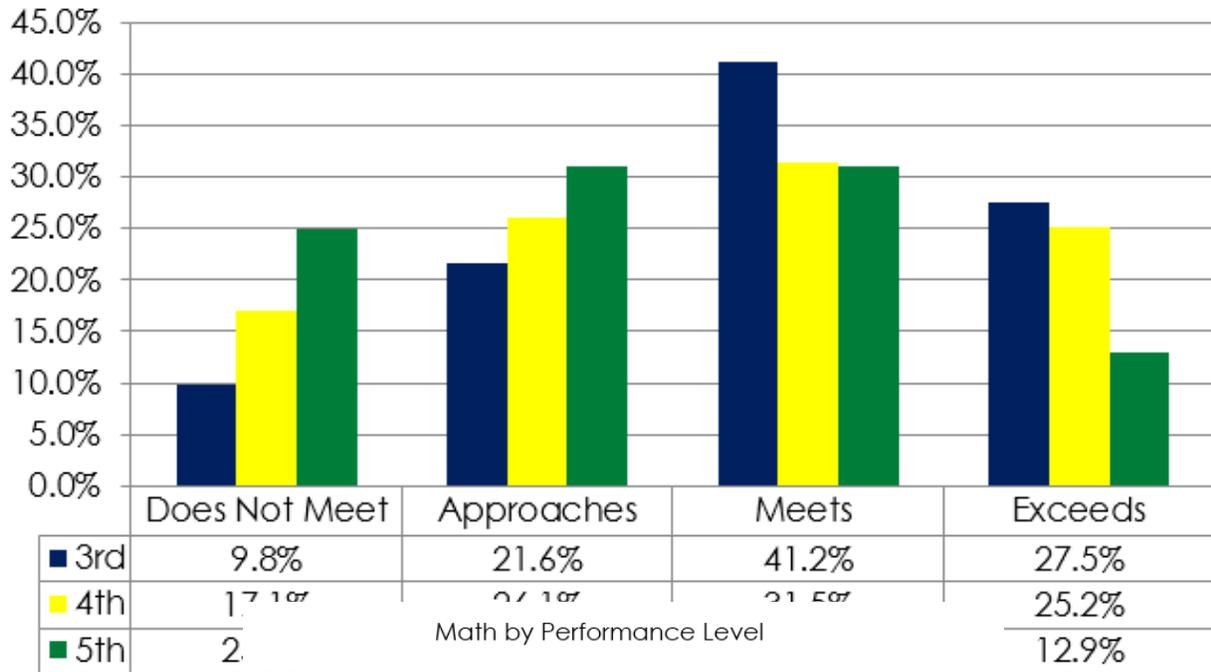
SC PASS Data Science and Social Studies

Fourth grade students are tested in science each year. Of the students tested in 2018, 54% of students scored meets or exceeds. In 2017, 43% of students scored in those categories. This is an 11% increase in one year.

SCPASS Science

4th Grade Science Overtime

	2016	2017	2018
Not Met	37%	57%	46%
Met	52%	30%	35%
Exemplary	12%	13%	19%
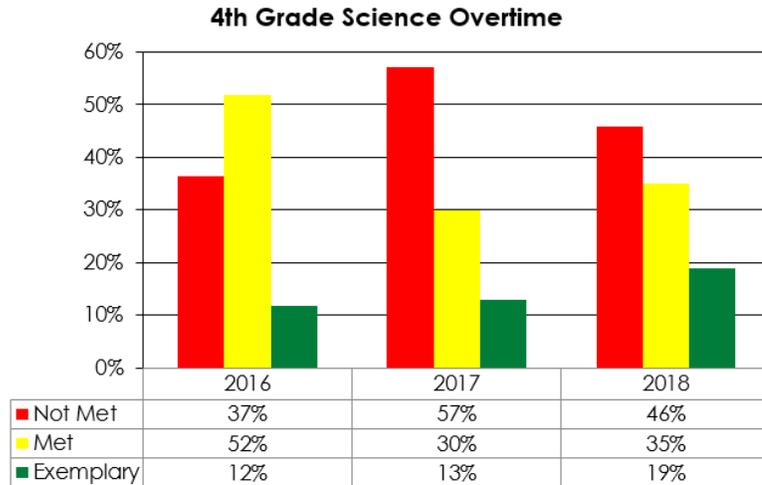
Fifth grade students are tested in social studies. Of the students tested, 70% of students scored in the met and exemplary category in 2018, while 79% scored in those categories in 2017. This is a decrease of 9% in this subject area.

SCPASS Social Studies

Social Studies SCPASS Overtime

	2016	2017	2018
Not Met	28%	21%	30%
Met	42%	55%	36%
Exemplary	29%	24%	34%
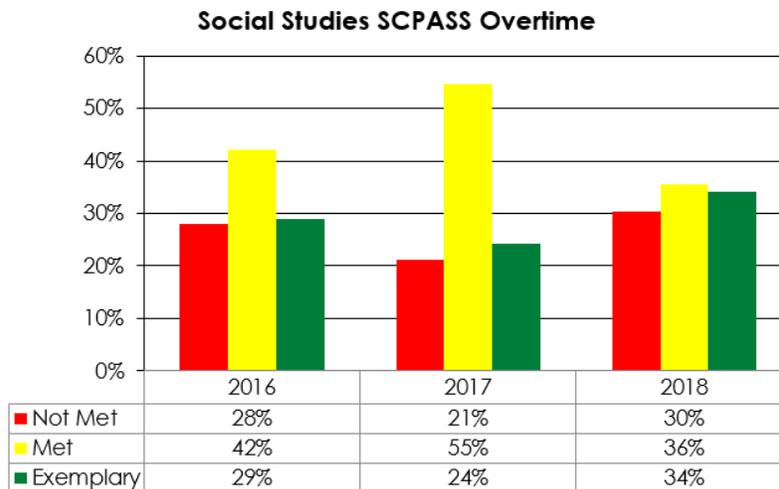
Demographic Breakdown of Test Scores

In order to better understand the needs of our students, Action Teams look at test data over time broken down by a variety of demographic classifications. The following sections shows SC Ready data from the past year when comparing gender and ethnicity. Overall, when analyzing this data, it was determined that there are significant gaps between white and African American students in both ELA and math. Also, with regard to the following data, there is a trend over the past two years of females outperforming males in fifth grade math. When looking at ELA overall, females also outperform males in third and fourth grades. The data is disaggregated further in the paragraphs below.

ELA Breakdown

	Male	Female		White	AA	Other
■ 3rd Grade	55%	69%		64%	53%	60%
■ 4th Grade	74%	79%		75%	31%	42%
■ 5th Grade	38%	23%		52%	22%	20%
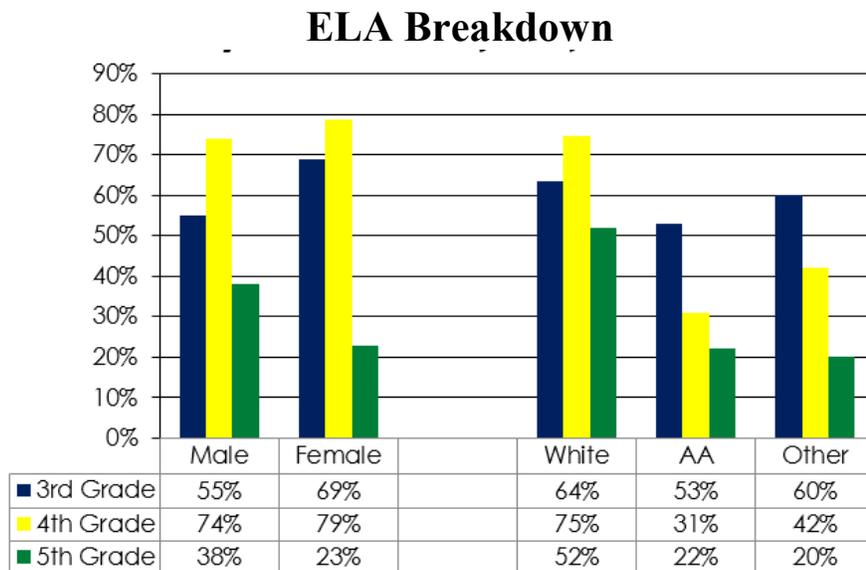
When looking at gender, females scored a significant amount higher in 3rd grade and slightly higher than males in 4th grade. In contrast, males scored 15% higher than females in fifth grade. When looking at the data, there is a significant gap between males and females in both fourth and fifth grades.

In regards to ethnicity, white students in third grade outperformed African American students by 11%, and students in the other category scored 7% higher than the African American category. In fourth grade white students scored 44% higher than African American students and 32% higher than those of other races, creating a large and significant gap. There was also a significant gap between other races and both African American and white students in fifth grade. At 52%, white students scored 30% higher than African American students and 32% higher than those of other races.

Overall, there is a large gap between the performance of white students in ELA and that of African American and students of other races.

Math Breakdown

	Male	Female		White	AA	Other
■ 3rd Grade	70%	67%		75%	53%	65%
□ 4th Grade	59%	55%		62%	44%	60%
■ 5th Grade	23%	38%		33%	33%	53%
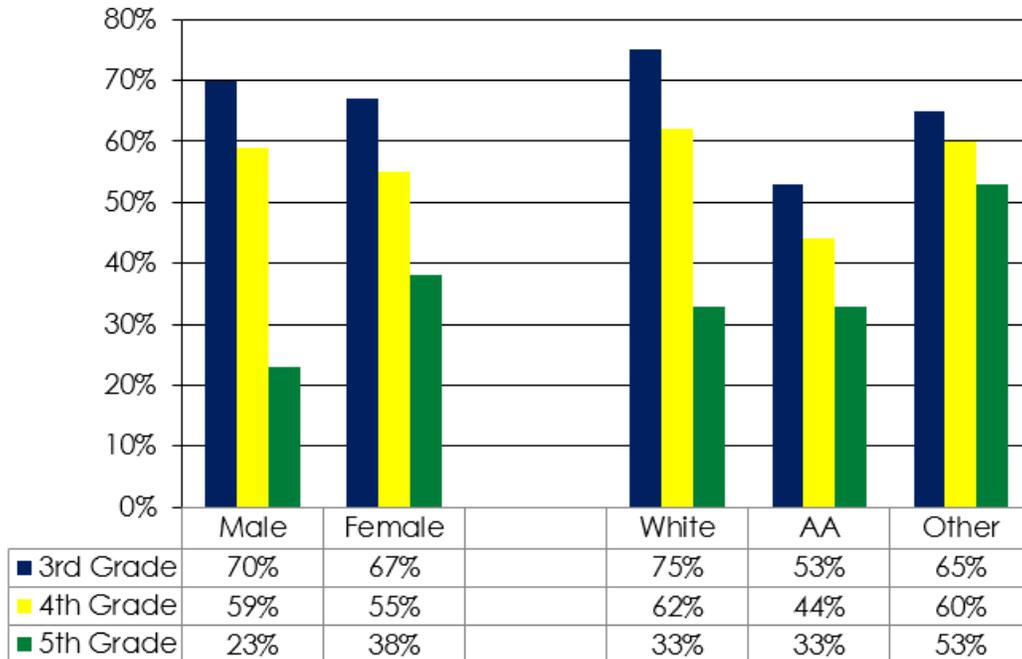
SC Ready math data shows that males outperformed females in third and fourth grade, while females outperformed males in fifth grade. In third grade, there was a 3% gap between males and females, and in fourth grade there was a 4% gap. Both of these gaps are slowly closing having dropped 1% from the previous year. However, in fifth grade females scored 15% higher than males in math, but this was also down from the previous year's gap of 25% in fifth grade.

When looking at ethnicity, other race students in grades three, four, and five outperformed African American students. White students outperformed African American students in both third and fourth grades, but white and AA students scored equally in fifth grade. In both third and fourth grade, there is a gap of 22% between white and African American students. Comparatively, there is a 10% gap between white students and other races in third grade, but only a 2% gap in fourth grade between the two. When comparing AA students to the other population, there is 12% gap in third grade, a 16% gap in fourth grade, and a 20% gap in fifth grade.

Ellen Woodside Elementary
Professional Development Plan 2018-2019

Focus on: Analyzing Data to Guide Instruction; Learning Targets; Personalized Learning

Date	Name	Location	Time
August 13, 2018	Teacher Handbook	Media Center	9:00-11:00
August 29, 2018	Faculty Meeting What is a Coach?	Media Center	3:00-4:00
August 30, 2018	Power Teacher Pro	Planning Room	8:55-2:15
September 5, 2018	Vertical Teams Looking at SCReady/SCPASS data as a staff to improve instruction.	Media Center	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
September 12, 2018	Vertical Teams-Data Celebration	Cafeteria	3:00-4:00
September 13, 2018	SLO Data Analysis	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
September 19, 2018	On Track Training/504/United Way Kickoff	Media Center	3:00-4:30
September 20, 2018	SLO Writing	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
September 24, 2018	On Track Scenarios/Looking at the Whole Child with Chris Abee	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
September 26, 2018	SAMR Model	Media Center	3:00-4:00
October 3, 2018	Faculty Council/Teacher Leader Teams	Media Center	3:00-4:00
October 4, 2018	Reading Log Analysis	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
October 10, 2018	Vertical Teams	Media Center	3:00-4:00
October 17, 2018	Using Planbook	Media Center	3:00-4:00
October 24, 2018	Learning Targets	Media Center	3:00-4:00
October 25, 2018	Live PD- Hitting the Target (Learning Targets)	Planning Room	8:20-2:20 Teachers meet with IC and

Date	Event	Location	Time
			Literacy Specialist during planning.
November 7, 2018	Faculty Council/Teacher Leader Teams	Media Center	3:00-4:30
November 8, 2018	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
November 14, 2018	Vertical Teams	Media Center	3:00-4:00
November 15, 2018	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
November 28, 2018	Technology Mini Conference-Focus on Personalized Learning	Various Rooms	3:00-4:30
November 29, 2018	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
December 5, 2018	Faculty Council/Teacher Leader Teams	Media Center	3:00-4:00
December 12, 2018	Vertical Teams	Media Center	3:00-4:00
December 13, 2018	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
December 19, 2018	Faculty Meeting	Media Center	3:00-4:00
December 20, 2018	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
January 9, 2019	Faculty Council/Teacher Leader Teams	Media Center	3:00-4:00
January 10, 2019	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
January 10, 2019	Mini Conference PD	Media Center	3:00-4:00
January 16, 2019	Faculty Meeting	Media Center	3:00-4:00
January 17, 2019	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.

January 23, 2019	Live PD-Mini Conference	Various Classrooms	3:00-4:30
January 24, 2019	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
January 31, 2019	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
February 6, 2019	Faculty Council/Teacher Leader Teams	Media Center	3:00-4:00
February 7, 2019	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
February 13, 2019	Vertical Teams	Media Center	3:00-4:00
February 14, 2019	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
February 20, 2019	Faculty Meeting	Media Center	3:00-4:30
February 21, 2019	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
February 27, 2019	Live PD-Personalized Learning	Media Center	3:00-4:00
February 28, 2019	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
March 6, 2019	Faculty Council	Media Center	3:00-4:00
March 7, 2019	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
March 13, 2019	Vertical Teams	Media Center	3:00-4:30
March 14, 2019	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
March 20, 2019	Faculty Meeting	Media Center	3:00-4:00
March 21,	Data Teams	Planning	8:20-2:20

2019		Room	Teachers meet with IC and Literacy Specialist during planning.
March 27, 2019	Live PD	Media Center	3:00-4:00
March 28, 2019	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
April 3, 2019	Faculty Council/Teacher Leader Teams	Media Center	3:00-4:00
April 4, 2019	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
April 10, 2019	Vertical Teams	Media Center	3:00-4:30
April 11, 2019	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
April 24, 2019	Live PD	Media Center	3:00-4:00
April 25, 2019	Data Teams	Planning Room	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
May 1, 2019	SC Ready/SC PASS Training	Media Center	3:00-4:00
May 2, 2019	Data Teams	Planning	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
May 8, 2019	Faculty Council/Teacher Leader Teams	Media Center	3:00-4:00
May 9, 2019	Data Teams	Planning	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
May 15, 2019	Vertical Teams	Media Center	3:00-4:00
May 16, 2019	Data Teams	Planning	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
May 22, 2019	Faculty Meeting	Media Center	3:00-4:00
May 23, 2019	Data Teams	Planning	8:20-2:20 Teachers meet with IC and Literacy Specialist during planning.
May 29, 2019	Live PD-Personalized Learning	Media Center	3:00-4:00

Other Professional Development Opportunities:

- Intel
- Intel 2
- A.L.I.V.E.
- Continued Support for Balanced Literacy Instruction
- District Curriculum Meetings
- Upstate Consortium
- Summer Academy
- Upstate Technology Conference
- Tech Tuesdays
- Guided Math Training
- Teacher Mentoring
- Digital Leaders Learning Labs

School Climate Needs Assessment

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

The results from our 2018 School Report Card are shown below:

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students*	Parents*
Number of surveys returned	37	129	29
Percent satisfied with learning environment	91.90%	91.40%	93.10%
Percent satisfied with social and physical environment	100.00%	90.70%	93.10%
Percent satisfied with school-home relations	100.00%	83.50%	89.30%

*Only students at the highest school grade and their parents were included

Looking at this data, we see that teachers are satisfied with all school climate areas surveyed, having 90% or higher survey results. Students are mostly satisfied in all areas, while parents are satisfied in all areas.

AdvancED Survey Results

Students, parents, and teachers were surveyed by AdvancED to determine areas of strengths and weaknesses in the school climate and culture. In regard to interactions with the staff at the school, parents chose respectful, supportive, and helpful most often, with over 90% of parents choosing respectful. When asked what teachers most often say to students during the school day, the majority chose, "You got it right!", "Explain your thinking", and "We will be working on…". The data also showed that 73% of parents felt that students were listening to the teacher most often during the school day. This piece of data highlights a weakness in the area of creating a more student-centered environment.

When students were surveyed, they were asked what three words describe what they thought of their teachers. Over 80% of students responded with the words honest, fun, and caring. When asked to describe what they do most often in class, the three most popular choices were as follows: listen to teacher (68%), think (54%), and take tests (53%). Compared to the parent survey data, we see a trend in students viewing the classroom as more teacher than student centered. Students were also asked to choose four words that best describe how they feel during the school day. The top four choices were; happy (61%), tired (52%), challenged (46%), and bored (44%).

Out of the 41 teachers who completed the survey, the top three phrases chosen for expectations of students during the school day were as follows: students are learning (90%), students understand (85%), and students are able to explain (80%). When asked about the kinds of things they say to students in the classroom, they chose "we will be working on…", "explain it", and "You got it right!" as the top three choices. These choices mirror the choices of the parents surveyed as well. In response to how they would describe their colleagues, the three most popular choices were caring (80%), honest (56%), and active (59%). When asked how they interact with colleagues at the school, the top three responses were respectful (73%), supportive (76%), and helpful (73%). Collaborative fell a behind at 68%. Teachers reported that the physical spaces in the school are bright, inviting, and comfortable with an average of over 90%. While at work, teachers reported that they mostly challenged, but supported and happy at work. They also reported that when trying to complete responsibilities at work, there is never enough time (68%).

The school staff including the office staff, paraprofessionals, and support staff made up fourteen respondents to the climate and culture survey. The results showed that 100% of staff felt that students were learning when asked what the expectations for students at the school were. When asked how they would describe their colleagues, the most popular answers were caring (100%) and supportive (86%). They also said that interactions with others at the school were respectful (93%), supportive (86%), and helpful (86%).

After looking at this data, it is evident that Ellen Woodside's school climate and culture is one that is respectful and supportive. Interactions between all stakeholders was rated as both. A weakness in the culture is that of student-centered instruction. Results from this survey have started a very important shift in the school from a teacher centered learning environment to a student centered learning environment.

Action Plan

Included In This Section:

Action Plan

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

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	38% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 41**	**44**	**47**	**50**	**53**	**56**
		School Actual Elementary 45					
SC READY ELA SC READY test data file	49% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 52**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary	**51**				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Balanced Literacy	Ongoing	Teachers, Instructional Coach, Literacy Specialist, Principal, Public Education Partners	NA	NA	Classroom Observations Grade Level Planning Classroom Data Fountas and Pinnell Benchmark Data Lesson Plans Professional Development Opportunities
2. Learning Labs	Ongoing	Literacy Mentors Instructional Coach Literacy Specialist	NA	NA	Coaching Cycle Documentation Schedule of Visits
3. Individual Student Reading Goals	Ongoing	Teachers, Instructional Coach, Literacy Specialist, Principal	NA	NA	Anecdotal Notes Data Team Meeting Minutes Walkthrough Observations
4. Common Assessments	Ongoing	Teachers, Administration, Instructional Coach, Literacy Specialist	NA	NA	Unit Data Analysis Pre and Post Test Analysis Data Team Meeting Minutes Use data to plan instruction
5. Buddy Readers	Every Friday	Teachers, Administrators, IC, Literacy Specialist	NA	NA	Buddy Teacher List Schedule of reading times

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
6. Orton Gillingham	October 2018 June 2019	Literacy Specialist, Instructional Coach, K5 and 1st grade teachers	$3000	Professional Development Funds PTA	Coaching Cycle Documentation Learning Lab Schedule
7. Response to Intervention (RTI) K5-3rd grade	Daily	RTI Teachers, 5K Teachers and Paraprofessionals, IC, Literacy Coach, Administrators	NA	NA	FastBridge Data
8. Friday Small Groups	Every Friday	Teachers and IC	NA	NA	Schedule of lessons Data meetings Fountas and Pinnell Benchmark TE 21 Benchmark
9. Riley Readers	Once a month	Teachers, Administrators, IC, Literacy Coach	NA	NA	Year Long Schedule
7. Coaching Cycles	Ongoing	Teachers, IC, Administrators	NA	NA	Coaching Cycle Notes Lesson Plans Classroom 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: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 44% in 2016-17 to 59% in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	44% Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary 47**	47	50	53	56	59
		School Actual Elementary 55					
SC READY Math SC READY test data file	54% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 57**	57	60	63	66	69
		District Actual Elementary 60					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Math Reviews	Ongoing	Teachers, IC, Administrators	NA	NA	Gradebooks Lesson Plans Walkthrough Observations Academic Coaching
2. Common Assessments	Ongoing	Teachers, IC, Administrators	NA	NA	Unit Data Analysis TE 21 Benchmark Data Analysis Data Team Meetings Grade Level Meetings Use data to plan instruction
3. Reflex Math	Ongoing	Teachers, IC, Administrators	$4,000	General Funds	Classroom Observations Reflex Math Data Sheets
4. Learning Focused	Ongoing	Teachers, Administrators, IC	NA	NA	Lesson Plans with LF elements Posted EQs in the classroom Walkthrough Observation
5. Peer Tutoring (2nd and 4th graders)	October-April	Guidance Counselor, 2nd Grade Teachers, 4th Grade Peer Tutors	$100	Local Funds	Attendance Log Progress reports to monitor student growth

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
6. Guided Math Training	August –May	Teachers trained in Guided Math, IC	NA	NA	Professional Development Calendar Classroom Observations Schedule of Training
7. Coaching Cycles	Ongoing	Teachers, IC, Administrators	NA	NA	Coaching Cycle Notes Lesson Plans Classroom Observations
8. Academic Coaching	Ongoing	Principal, Assistant Principal, School Counselor, Instructional Coach, Literacy Specialist	NA	NA	Student Goals Schedule Anecdotal Notes

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-201s8	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**	60	63	66	69	72
		School Actual Elementary 57					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	63	66	69	72	75
		District Actual Elementary 60					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Interactive Science Notebooks	Ongoing	Teachers, IC, Administrators	NA	NA	Classroom Observations Lesson Plans Grade Level Meeting Minutes
2. TE 21 Benchmark	End of each quarter	Teachers, IC, Administrators	NA	NA	Grade Level Meeting Minutes Data Team Meetings School Reports
3. Mini Conference	Ongoing	Teachers, IC, Administrators	NA	NA	Conference Schedule
4. Science Lab Instruction (3rd-5th)	Ongoing	Teachers, IC, Administrators	NA	NA	Science Lab Schedule Lesson Plans Grade Level Meeting Minutes Classroom Observations
5. Coaching Cycles	Ongoing	Teachers, IC, Administrators	NA	NA	Coaching Cycle Notes Lesson Plans Classroom Observations
6. STEAM Lab	Ongoing	Teachers, IC, Lab Instructor	$3000	General Funds	Schedule of Classes Observations Unit Plans

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

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

PERFORMANCE GOAL: 4 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	2017-2018	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**	73	76	79	82	85
		School Actual Elementary 70					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**District Projected Elementary**	81	84	87	90	93
		District Actual Elementary 78					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Time for Kids	Ongoing	Teachers	NA	NA	Lesson Plans Classroom Observations
2. Social Studies with ELA Integration	Ongoing	Teachers, IC, Literacy Specialist, Administrators	NA	NA	Lesson Plans Classroom Observations Grade Level Meeting Minutes Coaching Cycles Data Team Meetings
3. TE 21 Benchmark	End of each quarter	5th grade teachers, IC, Administrators	NA	NA	Data Team Meetings Grade Level Meeting Minutes
4. Interactive Read Aloud	Ongoing	Teachers, Media Specialist	NA	NA	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 *1 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 standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

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

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

SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	**District Projected SWD 14**	14	17	20	23	26
SC READY ELA SC SDE Website		**District Actual SWD 12**					
SC READY ELA SC SDE Website	16 % Meets Expectations and Exceeds Expectations	**School Projected LEP 19**	22	25	28	31	34
SC READY ELA SC SDE Website		**School Actual LEP 29**					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP 35**	35	38	41	44	47
SC READY ELA SC SDE Website		**District Actual LEP 33**					
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations	**School Projected SIP**	43	46	49	52	55

SC READY ELA SC SDE Website		**School Actual SIP** **40**					
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected SIP** **38**	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**District Actual SIP** **33**					
SC READY Math SC SDE Website	49% Meets Expectations and Exceeds Expectations	**School Projected Hispanic** **52**	**55**	**58**	**61**	**64**	**67**
SC READY Math SC SDE Website		**School Actual Hispanic** **60**					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic** **39**	**39**	**42**	**45**	**48**	**51**
SC READY Math SC SDE Website		**District Actual Hispanic** **42**					

SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	**School Projected AA 40**	**43**	**46**	**49**	**52**	**55**
SC READY Math SC SDE Website		**School Actual AA 41**					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	**District Projected AA 27**	**27**	**30**	**33**	**36**	**39**
SC READY Math SC SDE Website		**District Actual AA 28**					
SC READY Math SC SDE Website	7% Meets Expectations and Exceeds Expectations	**School Projected SWD 10**	**13**	**16**	**19**	**22**	**25**
SC READY Math SC SDE Website		**School Actual SWD 20**					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	**District Projected SWD 18**	**18**	**21**	**24**	**27**	**30**

SC READY Math SC SDE Website		**District Actual SWD** `16`					
SC READY Math SC SDE Website	`35%` Meets Expectations and Exceeds Expectations	**School Projected LEP** `38`	`41`	`44`	`47`	`50`	`53`
SC READY Math SC SDE Website		**School Actual LEP** `39`					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	**District Projected LEP** `40`	`40`	`43`	`46`	`49`	`52`
SC READY Math SC SDE Website		**District Actual LEP** `42`					
SC READY Math SC SDE Website	51 % Meets Expectations and Exceeds Expectations	**School Projected SIP** `54`	`54`	`57`	`60`	`63`	`66`
SC READY Math SC SDE Website		**School Actual SIP** `51`					

SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected SIP 36**	36	39	42	45	48
SC READY Math SC SDE Website		**District Actual SIP 38**					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. KATZ Tutoring	Ongoing	School Counselor	NA	NA	Schedule of days Attendance records
2. Mentor Greenville	Ongoing	Principal, School Counselor, Mentors	NA	NA	Log of mentor attendance
3. CORE Kids	Ongoing	Principal, CORE Kids Director	NA	NA	Attendance Records
4. Academic Coaching	Ongoing	Principal, Assistant Principal, Instructional Coach, Literacy Specialist, School Counselor	NA	NA	Anecdotal Records Teacher Gradebook TE21 Benchmark Data
5. Books for Boys Book Club	Ongoing	Assistant Principal	$100	Local Funds	Schedule of Meetings

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
					Anecdotal Notes
6. Classroom Library Upgrades to increase interest level of texts available	May 2019	Instructional Coach, Teachers, and Literacy Specialist	$2330	District Funds	Inventory of books Lesson Plans
7. Second Chance Program	Ongoing	Assistant Principal, Greenville County Schools Student Services	NA	NA	Calendar GCSource

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	Criterion Reference Measure	**School Projected**					
		School Actual	Baseline will be established in Spring 2019				
Fastbridge	Norm Reference Measure	**School Projected**					
		School Actual	Baseline will be established in Spring 2019				

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MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**School Projected**		Grade 2 –18 % Grade 5 – 34%	Grade 2 – 21% Grade 5 – 34%	Grade 2 – 24% Grade 5 – 34%	Grade 2 –27 % Grade 5 – 34%
South Carolina MAP Linking Study – December 2016	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	**School Actual**	Grade 2 –15 % Grade 5 – 30%				
Fountas and Pinnell		**District Projected**					
		District Actual	**Baseline will be established in Spring 2019**				
Fastbridge		**District Projected**					
		District Actual	**Baseline will be established in Spring 2019**				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**District Projected**		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above

South Carolina MAP Linking Study – December 2016	2nd grade criteria RIT = 189 62nd percentile 5th grade criteria RIT = 216 66th percentile	District Actual	Grade 2 – 40% Grade 5 – 42%				

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

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other |
| **PERFORMANCE GOAL: 1 The** school will have qualified, diverse teachers (gender and ethnicity) by 2023. |
| **INTERIM PERFORMANCE GOAL:** Meet annual targets below. |

DATA SOURCE(s):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Employment report	Baseline will be established at the end of the 2018-19 school year	**School Projected**		**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	**District Projected**		**TBD**	**TBD**	**TBD**	**TBD**

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		District Actual					

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	86.2	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 91					
SC SDE School Report Card Survey	100	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

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

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

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

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
					Drill Log First Responder Drill

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

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

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

Annual Expulsion Rate

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

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):		**2017-18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	90	90	90	90	90
		School Actual 86	**90**	**90**	**90**	**90**	**90**
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	**90**	**90**	**90**	**90**	**90**
		District Actual **89**	**90**				

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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Community Tour for Teaching Staff	August	Administrators, Teachers	$500	Local Funds	Schedule of Tour Leadership Meeting Minutes Teacher Reflection
2. Instructional Leadership Book Study *Power of a Positive Team* by Jon Gordon	September-December	Principal, Assistant Principal, Instructional Coach, Literacy Specialist, and School Counselor	$125	Local Funds	Calendar Meeting Agendas Book Discussion Notes
3. Classroom Celebrations	Quarterly	Teachers, School Counselor	NA	NA	Classroom Celebration Schedules

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

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

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

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

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

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the 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):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	**Afraid** ≤6 **Lonely** ≤19 **Angry** ≤18	**Afraid** ≤6 **Lonely** ≤19 **Angry** ≤18	**Afraid** ≤5 **Lonely** ≤18 **Angry** ≤17	**Afraid** ≤5 **Lonely** ≤18 **Angry** ≤17	**Afraid** ≤4 **Lonely** ≤17 **Angry** ≤16
		School Actual Afraid – 6% Lonely – 19% Angry – 18%	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	**Afraid** ≤ 5 **Lonely** ≤ 9 **Angry** ≤ 7	**Afraid** ≤ 5 **Lonely** ≤ 9 **Angry** ≤ 7	**Afraid** ≤ 5 **Lonely** ≤ 8 **Angry** ≤ 6	**Afraid** ≤ 5 **Lonely** ≤ 8 **Angry** ≤ 6	**Afraid** ≤ 5 **Lonely** ≤ 7 **Angry** ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤	**Afraid** ≤ **Lonely** ≤ **Angry** ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Guidance Lessons	Ongoing	Guidance Counselor	NA	NA	Lesson Plans Guidance Calendar to Teachers Character Education Units and Presentations Student Agendas
2. Mental Health Services	Ongoing	Piedmont Mental Health Onsite Counselor	NA	NA	Visit Log
3. Safety Training	Ongoing				Fire Drill Schedule Lockdown Schedule Severe Weather Schedule Internet Safety Presentation with Rick Floyd
4. Bully Program-3rd Grade	September	Guidance, Teachers	$150	PTA	School Calendar Bully Box