



# Ellen Woodside Elementary

Shawn McCain -Principal

Greenville County School District

Burke Royster – Superintendent

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

## SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: *Ellen Woodside Elementary*

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (*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	<i>W Burke Royster</i>	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

#### PRINCIPAL

Shawn L. McCain	<i>SL &amp; McCain</i>	3/1/21
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells	<i>Lynda Leventis-Wells</i>	April 13, 2021
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Amber Garrison	<i>Amber Garrison</i>	3/1/21
PRINTED NAME	SIGNATURE	DATE

#### SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Tamela L. Sullivan	<i>Tamela L. Sullivan</i>	3/1/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: *9122 Augusta Road 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 .....	Sarah Duerk
3. Parent/Guardian .....	Sherri Andreoff
4. Community Member.....	Mike Morris
5. Paraprofessional .....	Jane Presley
6. School Improvement Council Member .....	Amber Garrison
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 .....	Olivia Reynolds

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

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

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

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

✓ **Academic Assistance, PreK–3**

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

✓ **Academic Assistance, Grades 4–12**

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

✓ **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

✓ **Staff Development**

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

✓ **Technology**

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

✓ **Innovation**

The district funds innovative activities to improve student learning and accelerate the performance of all students.

✓ **Collaboration**

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

✓ **Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

✓ **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

✓ **Developmentally Appropriate Curriculum for PreK–3**

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

✓ **Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

✓ **Recruitment**

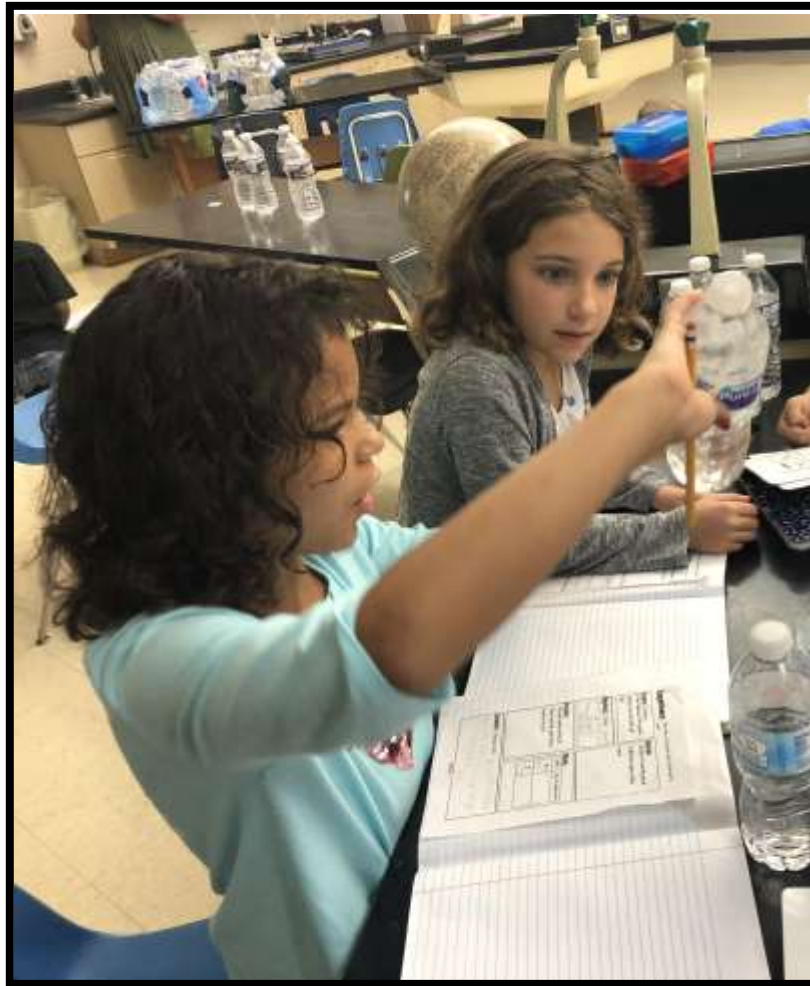
The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

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

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards 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 was 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. For 2019, Ellen Woodside increased to a score of 59, which equals a Good rating. In 2019, schools were not rated due to the COVID-19 pandemic. All schools in the state received a waiver for testing.

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 3<sup>rd</sup> 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 third year as Principal of Ellen Woodside during the 2020-2021 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.

2020-2021 Faculty Council Members	
Kindergarten	Sarah Duerk
1 <sup>st</sup> Grade	Olivia Reynolds
2 <sup>nd</sup> Grade	Julie Urso
3 <sup>rd</sup> Grade	Mackenzie Lane
4 <sup>th</sup> Grade	Kelli Mesardjian
5 <sup>th</sup> Grade	Brianna Lockaby
Related Arts	Janis Lewis
SPED	Kattie Eskew
Teacher of the Year	Sarah Duerk
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.

## **“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 2019 SCReady results, students at Ellen Woodside fell below the district percentage of students in the meets and exceeds expectations category in ELA by 5%. This is down from a gap of 6% the previous year. As a school, the male population in the meets and exceeds category was 47%, while the female population scored 58%. When looking at ethnicity, 55% of white students scored meets or exceeds while 44% of African American and 48% 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, 2019 SC Ready results showed 63% of students scoring in the meets and exceeds categories. This is equal to the district average. Of the female population, 60% scored meets and exceeds while 63% of males scored in those categories. When comparing performance in math by ethnicity in the meets and exceeds categories, 65% of white, 53% of African American, and other races 62% scored in those categories. Teachers will continue the usage of Reflex Math in classrooms to increase math fact fluency throughout the school. In addition, an online, leveled math program, Moby Max will be used with 5<sup>th</sup> grade students to differentiate math instruction. Teachers will also meet with small math groups to provide 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 2019 SCPASS test was 65%. This is above to the district average by 1%, but 13% 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 3<sup>rd</sup>-5<sup>th</sup> 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. Students will continue to visit the S.T.E.A.M. lab weekly to focus on engineering practices in all grade levels.

In the area of Social Studies, 80% of students scored in the “Met” and “Exemplary” categories. This is equal to the district actual, but 10% higher than the state actual. In comparison to 2018 scores, social studies increased by 9%. 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 2019 school report card, the percentage of teachers with advanced degrees at the school was 48%. Seventy-six percent of teachers were continuing contract, which is down from 81% the previous year. The number of teachers returning to the school from the previous year was 93%. This percentage increased from 80%. The teacher attendance rate was 96.2%, which was up from 94.4% in 2018.

The principal has been in education for 20 years and has served as the principal of the school for two years, with previous experience as an Assistant Principal. The Assistant Principal served his fourth year at the school, and was an Administrative Assistant before coming to the school. The Instructional Coach served her eighth year in the coaching position at the school with a total of 16 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 2018-2019 school year, the lowest area was parent satisfaction with school-home relations. The data showed that 76% of parents were satisfied in this category. This was down from 89% the previous school year. Teachers reported 97% satisfaction with school to home relations. This is a 3% decrease. The highest area reported for parents was satisfaction with social and physical environment with over 92% 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
- Bosch B3ST Grant



# 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 502 students attend face-to-face brick and mortar and 223 students are part of the virtual school (March 1, 2021) 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. is currently the School Board representative for our area. 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 brick and mortar staff consists of a principal, an assistant principal, one instructional coach, one literacy specialist, one school counselor, a school nurse, a media specialist, 25 classroom

teachers, one ED self-contained intermediate resource teacher, one ED self-contained primary resource teacher, two full-time resource teachers, two full-time reading interventionists, 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 S.T.E.A.M. Lab instructor, one part-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 eight 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. Our school has nine teachers who currently teach in the virtual school program.

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 three African-American members, with two being teachers and one being a paraprofessional.

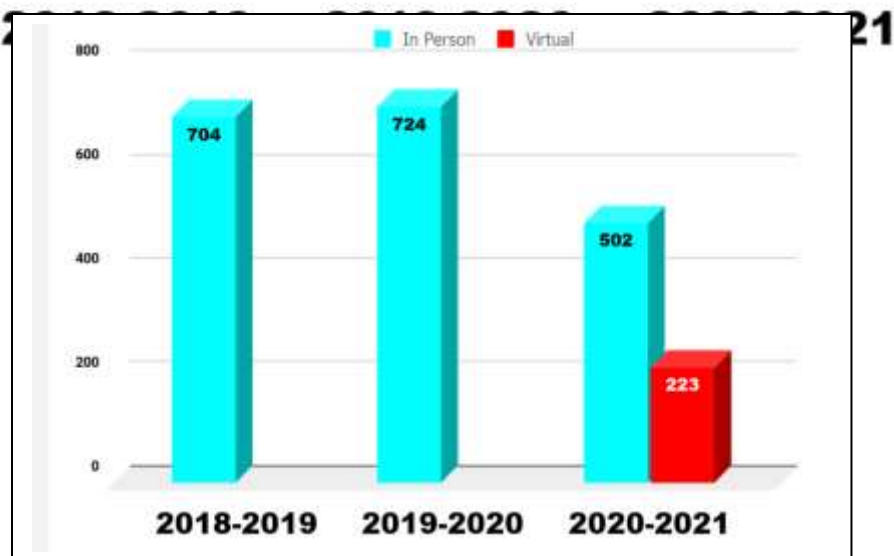
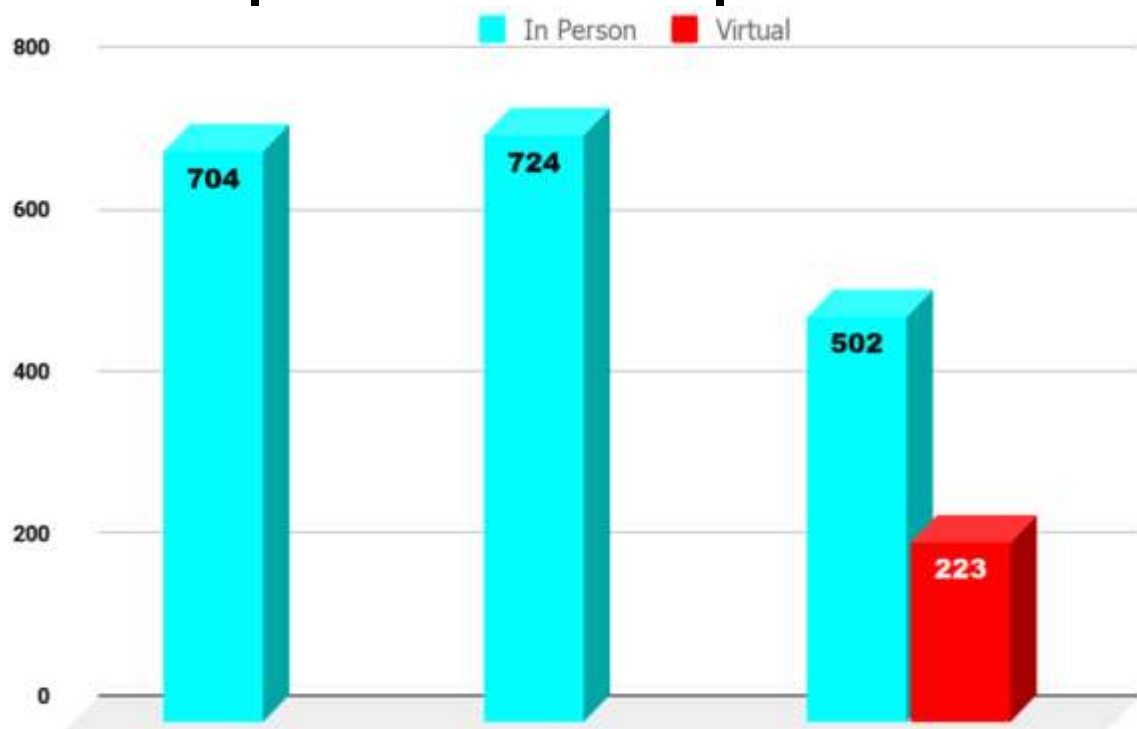
Of the faculty, 76% are continuing contract teachers. Sixteen teachers have been at Ellen Woodside for 10 or more years. Teacher attendance rate for the 2018-2019 school year was 96.2%.

Of the teaching staff, 48% have obtained advanced degrees. All of our teachers are considered “Highly Qualified” as defined by the state. 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. Seven of our teachers have received Orton-Gillingham training in the past two years.

## **Student Population**

There are 725 students currently enrolled in Ellen Woodside Elementary School (502 brick and mortar and 223 virtual). 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:

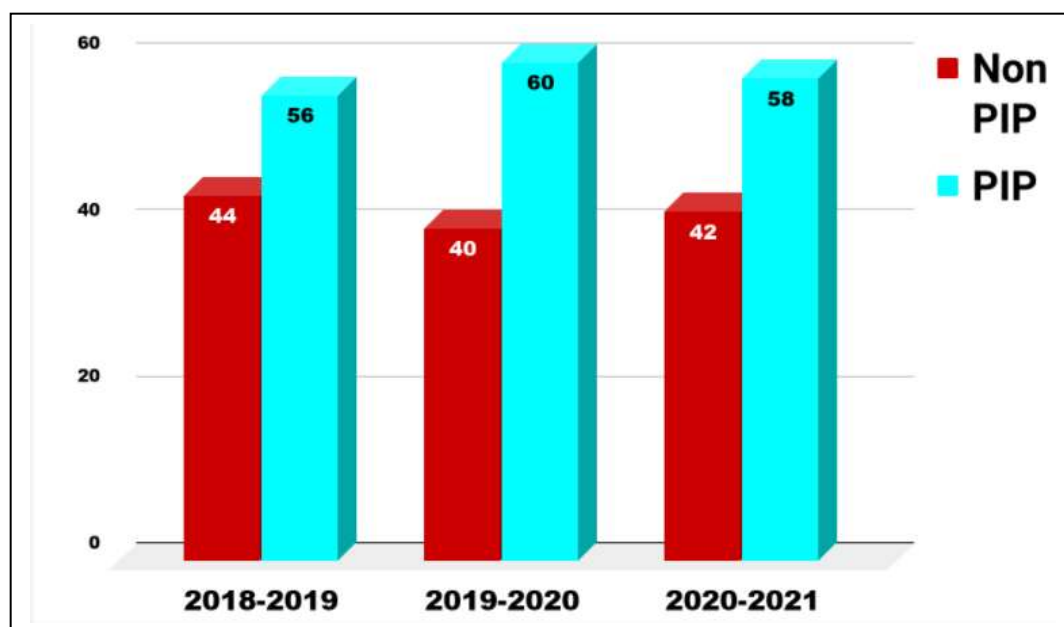
Grade Level	Number of Teachers	Students : Teacher
K4	1 Teacher 1 Paraprofessional	13:1
K5	3 Teachers 3 Paraprofessionals	22:1
1st Grade	5 Teachers	20:1
2nd Grade	4 Teachers	20:1



Over the past four school years, our population has changed as shown in the bar graph above. During the 2020-2021 school year, 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 2018-2019 school year, 31% of the enrolled population attended school virtually. The numbers shared in this portfolio are percentages of students enrolled in brick and mortar classes. Our pupils in poverty percentage was 58% of the student body, while in the 2019-2020 school year, the percentage was 60%. Our PIP status has remained fairly consistent over time. The poverty index for Ellen Woodside is 67.45%, according to the SC Department of Education website.

### PIP Percentage Over-Time



## Student Services

Currently, Ellen Woodside has 41 students (brick and mortar) and 13 students (virtual program) enrolled in the district Challenge program. 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 11%. 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 and one primary self-contained classroom for emotionally disabled students. The primary self-contained class was added for the 2020-2021 school year.

### Ellen Woodside Elementary Student Services (2020-2021)

Speech/language	23
Specific learning disabled	31
Other health impairment	5
Multiple disabilities	1
Emotionally disabled	4
Developmentally delayed	9
Autism	4
504	8

### Attendance Rate:

Our student attendance rate for 2018-2019 was 95%. This was down from 96% the previous school year. The attendance rate for 2019-2020, was 97%. The school is slightly equal to the district average of 95%. 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

Student Leadership Council

Riley Readers

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.

\*\*\*Due to the COVID-19 pandemic, the groups listed above were not able to serve as in years past. The Student Leadership Council and Chorus were utilized on a limited basis due to restrictions.

## **School Community**

Our principal, Mr. Shawn McCain, is in his 21<sup>st</sup> year of education. Mr. McCain is in his third 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 fifth year as Assistant Principal. Our Instructional Coach, Mrs. Leah Sullivan was a classroom teacher for 8 years and is currently in her ninth year in this position. The Literacy Specialist, Miss Colleen Varda taught fifth grade for 7 years, and is in her third 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-2<sup>nd</sup> 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 Woodmont High School Gentlemen’s Club visits Ellen Woodside students to read to K5 students and mentor African American boys. Teacher Cadets from WHS work with teachers throughout grade levels.

**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 3<sup>rd</sup>-5<sup>th</sup> 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 Upstate)** 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*, the school website, and social media.
- Our school website and Facebook page is utilized as a means to inform the community 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. Due to COVID-19 restrictions in the 2020-2021 school year, the school was unable to have outside visitors to the school. Therefore, all activities mentioned above including outside visitors were not held. However, these activities will continue as restrictions are lifted.

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 account.

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 developed School Essentials 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. Our school implements a house system with the acronym, L.E.A.D.E.R. (Loyalty, Excellence, Ambition, Dependable, Empathy, Respect) to build relationships throughout the school and promote positive student behavior. Students and teachers are sorted into houses at the beginning of the school year. House meetings are held monthly to focus on positive behaviors and social skills.

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.

## **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. All grade levels fully implement the South Carolina Career Readiness Standards in math. In addition to the text our teachers plan appropriate and rigorous instruction including hands-on activities, technology, and small group instruction. 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. Both the third and fifth grade teams were trained in Guided Math during the 2019-2020 school year. 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, Moby Max, 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 K5-3<sup>rd</sup> 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 2<sup>nd</sup>-5<sup>th</sup> 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.
- Student writing is displayed throughout the building.
- Seven teachers have been trained in Orton Gillingham multisensory phonics instruction in Kindergarten and 1<sup>st</sup> grade.
- 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 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students in the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> quarters. Second grade students take the benchmark at the end of the 3<sup>rd</sup> quarter. Results are used to plan and differentiate instruction in the classroom.
- The MAP test (Measure of Academic Progress) is administered to all 2<sup>nd</sup> and 5<sup>th</sup> grades in December. Some Results are used to differentiate instruction, identify gifted and talented students, and determine the planning of classes for 6<sup>th</sup> grades. During the 2020-2021 school year, first grade students were also given the MAP test within the first 10 days of school and were tested again in the winter to analyze growth.
- 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, *Big Ideas 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:

- Guided Math Approach
- Number Talks in K-1<sup>st</sup>
- Daily Math spiral
- 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.

- Students use Moby Max math at home and school to build fact fluency and grade-level specific math skills.
- The TE 21 Benchmark is administered to all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students in the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> quarters. Second grade students take the benchmark at the end of the 3<sup>rd</sup> quarter. Results are used to plan and differentiate instruction in the classroom.

## **On Track**

During the 2020-2021 school year, Ellen Woodside utilized an On Track team to identify and help struggling students. This team included the principal, assistant principal, literacy specialist, instructional coach, school 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 2020-2021 school year was to implement Social Emotional Learning in all classrooms.



# Mission, Vision, and Beliefs

This section includes:

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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. Teachers use anecdotal notes from individual student observations and meetings in both reading and math. Students collect data from reading and math to set individuals goals in the classroom. In reading, 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 3<sup>rd</sup>-5<sup>th</sup> grades take at the end of the year.

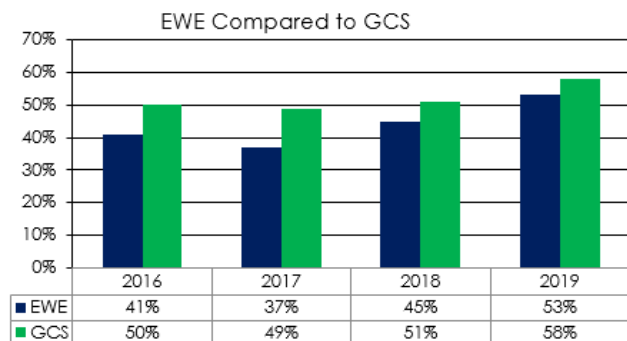
## **Disaggregated Achievement Results**

Current SC Ready, SCPASS data, 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

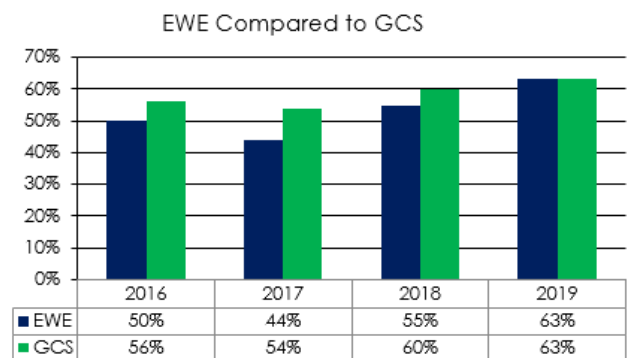
specific grade level information during monthly meetings. There are very similar characteristics between grade levels; therefore the data chosen to direct the focus of this section are based on subgroups rated by the state. We compare our school with other similar schools in the district as well as the 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 63% in math and 53% in ELA. Both of these were up from the year prior. Math increased 8 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 ELA, but students scored at the district average in math.

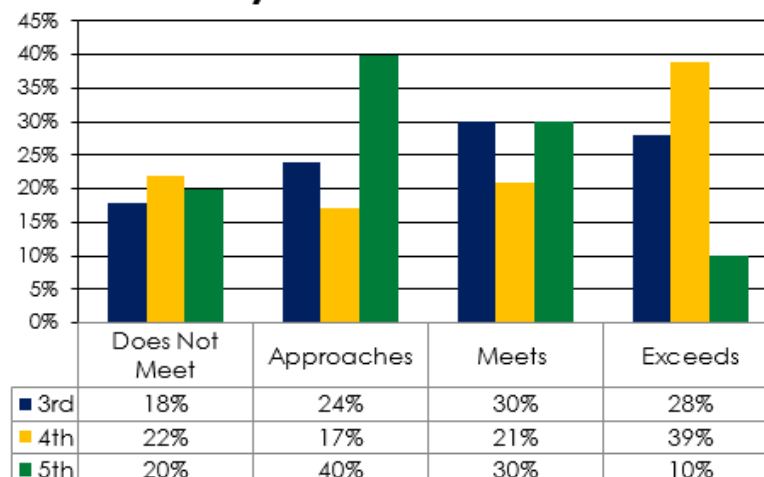
## SC Ready-ELA



## SC Ready-Math



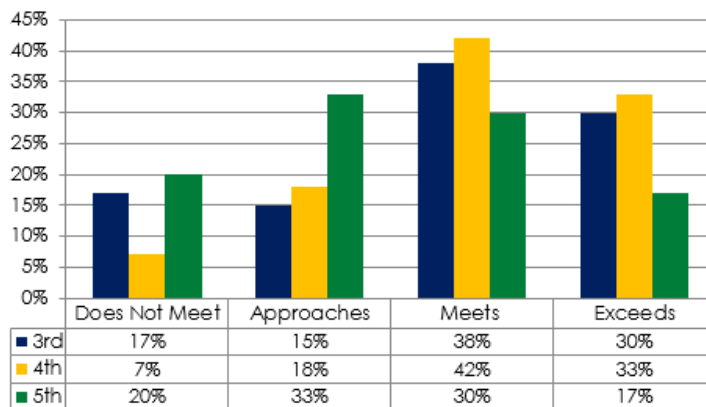
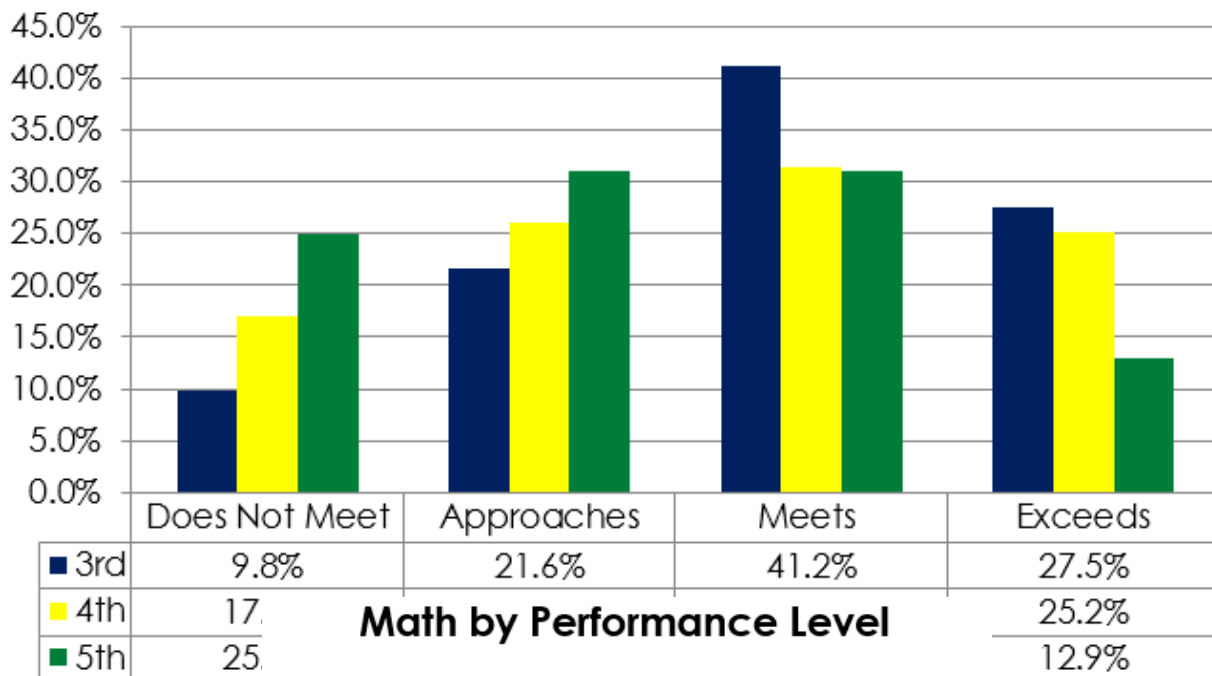
## ELA by Performance Level



## Current ELA SC Ready Data by Grade Level

When looking at the data by grade level, it shows that students scoring meets or exceeds in ELA is 58%, in 3<sup>rd</sup> grade. In fourth grade, 60% of students scored meets or exceeds, and in 5<sup>th</sup>

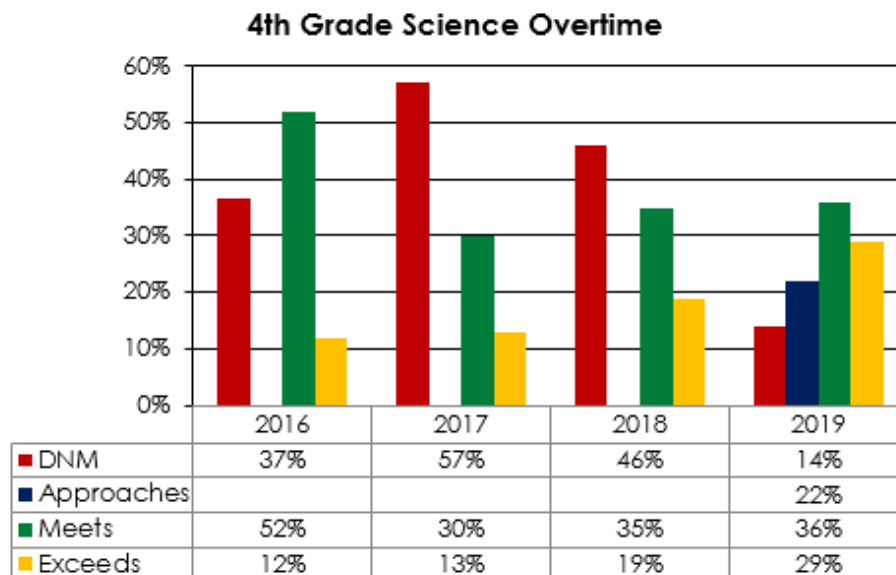
### Math by Performance Level



## SC PASS Data Science and Social Studies

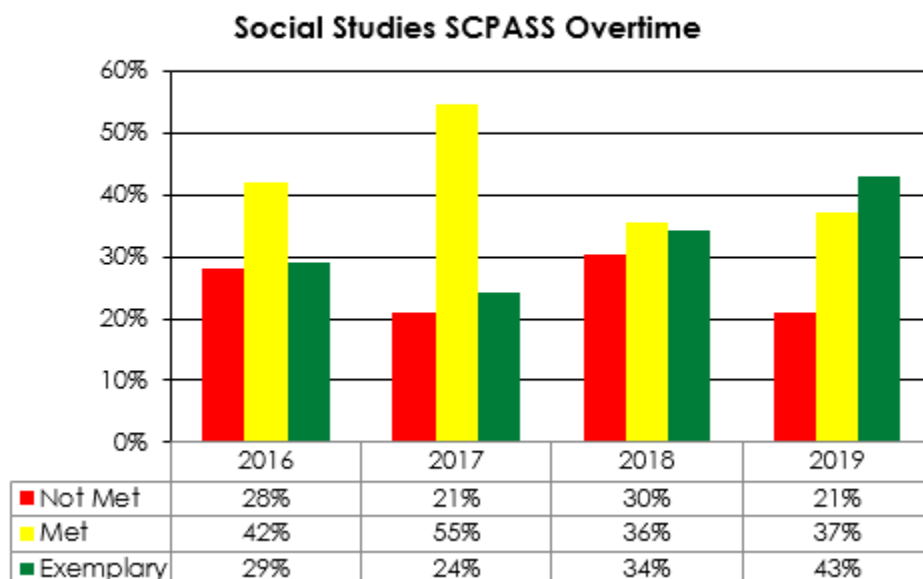
Fourth grade students are tested in science each year. Of the students tested in 2019, 65% of students scored meets or exceeds. In 2018, 54% of students scored in those categories. This is a 11% increase in one year.

### SCPASS Science



Fifth grade students are tested in social studies. Of the students tested, 80% of students scored in the met and exemplary category in 2019, while 71% scored in those categories in 2017. This is an increase of 9% in this subject area.

### SCPASS Social Studies

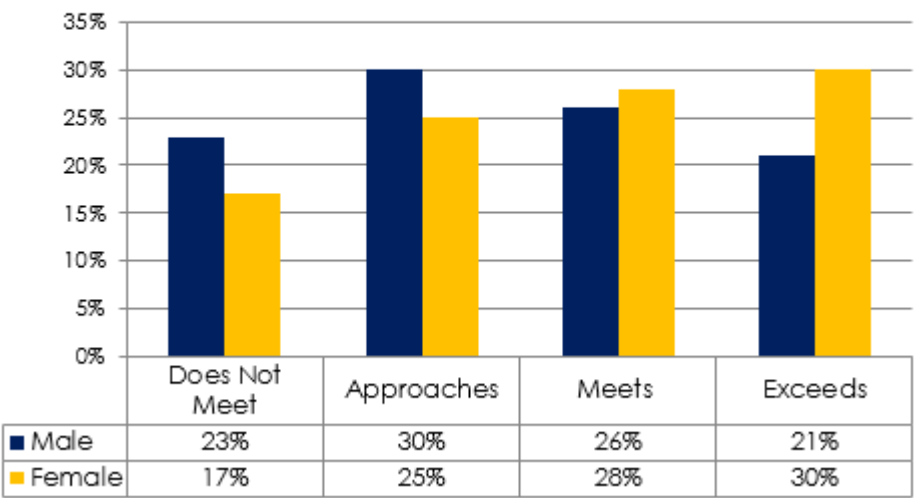


## Demographic Breakdown of Test Scores

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

#### SC Ready ELA by Gender

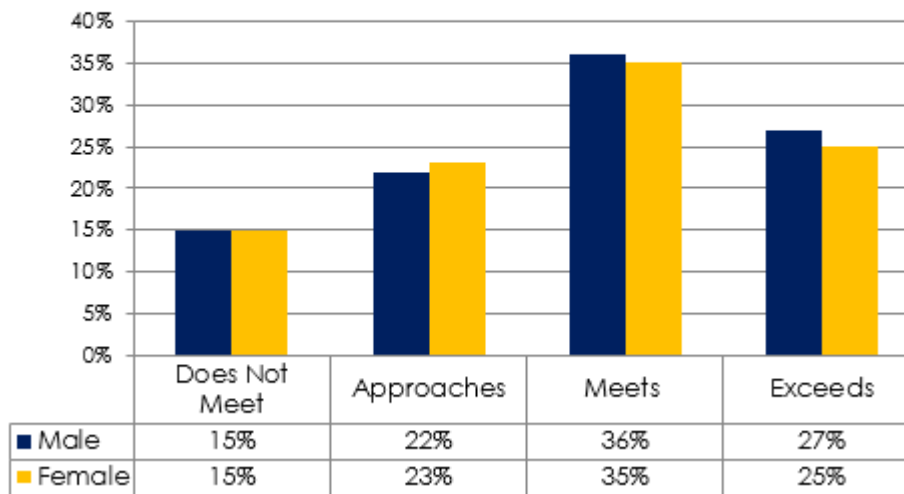


When looking at gender, females scored higher than males in all grade levels. When looking at the data, there is a significant gap between males and females in the area of ELA.

In regards to ethnicity, white students scored 55% meets or exceeds, while African American students scored 44% meets and exceeds. This is a significant gap of 11%. Overall, in regard to gender and ethnicity, African American males scored lower than white males, white females, and African American females.

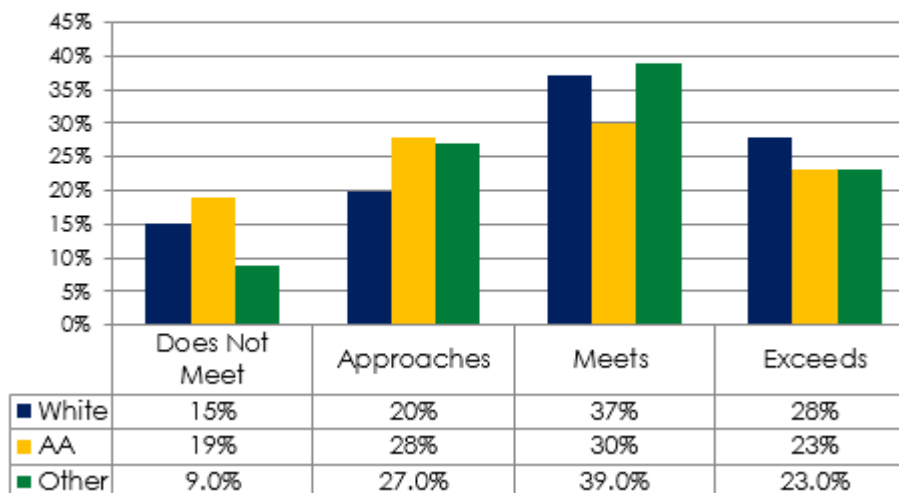
## Math Breakdown

### SC Ready Math by Gender



SC Ready math data shows that males and females scored 68% meets and exceeds in 3<sup>rd</sup> grade, while females outperformed males by six percentage points in fourth grade. In fifth grade, males were five percentage points higher than females.

### SC Ready Math by Ethnicity



When looking at ethnicity, African American students performed significantly below both students in the white and other categories.



**Ellen Woodside Elementary**  
**Professional Development Plan 2020-2021**  
**Focus on: Social Emotional Learning**

<b>Date</b>	<b>Name</b>	<b>Location</b>	<b>Time</b>
August 3	2 <sup>nd</sup> -3 <sup>rd</sup> Planning for 2020-2021	Online	8:00-2:30
August 4	4 <sup>th</sup> -5 <sup>th</sup> Planning for 2020-2021	Online	8:00-2:30
August 5	Related Arts Planning for 2020-2021	Online	12:00-2:30
August 6	Kindergarten-1 <sup>st</sup> Planning for 2020-2021	Online	8:00-2:30
August 10	Beginning of Year Faculty Meeting	Online	8:00-10:00
August 10	Faculty Council	Online	1:30-2:15
August 12	New Teachers to EWE Meeting	Online	9:00-9:30
August 12	eLearning Training	Online	9:45-10:45
August 13	MAP Training	Online	11:00-12:00
August 14	Lesson Planet	Online	9:00-10:00
August 26	Faculty Meeting	Online	2:45-3:45
September 4	Loom Training	Online	Planning Times
September 9	Moby Max Training	Online	2:45-3:45
September 16	Verbal De-escalation Training Part 1	Online	3:00-4:30
September 18	Math Textbook Training	Online	Planning Times
September 23	Verbal De-escalation Training Part 2	Online	3:00-4:30
September 30	Faculty Meeting	Online	2:45-3:45
October 7	Faculty Council	Online	2:45-3:45
October 14	Faculty Meeting United Way Kickoff	Online	2:45-3:45
November 4	Faculty Council	Online	2:45-3:45
November 11	New Teachers to EWE Meeting	Online	2:45-3:45
November 18	Faculty Meeting	Online	2:45-3:45
December 9	Faculty Council	Online	2:45-3:45
December 16	Faculty Meeting	Online	2:45-3:45
January 6	Faculty Council	Online	2:45-3:45
January 13	New Teacher to EWE Meeting	Online	2:45-3:45
January 20	Faculty Meeting	Online	2:45-3:45
February 5	Moby Max Data Usage	Online	Planning Times
February 19	Moby Max Assignments	Online	Planning Times
February 7	Faculty Council	Online	2:45-3:45
February 21	Everfi Training	Online	2:45-3:45
March 3	Faculty Council	Online	2:45-3:45
March 10	Faculty Meeting	Online	2:45-3:45
March 17	Faculty Meeting	Online	2:45-3:45
March 24	Faculty Meeting	Online	2:45-3:45
April 14	Faculty Council	Online	2:45-3:45
April 21	Faculty Meeting	Online	2:45-3:45
April 28	SC Ready/SC PASS Training	Online	2:45-3:45

<b>May 5</b>	<b>Faculty Council</b>	<b>Online</b>	<b>2:45-3:45</b>
<b>May 12</b>	<b>Faculty Meeting</b>	<b>Online</b>	<b>2:45-3:45</b>
<b>May 19</b>	<b>Faculty Meeting</b>	<b>Online</b>	<b>2:45-3:45</b>

### **Other Professional Development Opportunities:**

- Intel and 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
- Teacher Mentoring

## 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 2019 School Report Card are shown below:**

Results of Teacher, Student, and Parent Opinion Surveys

	Teachers	Students*	Parents*
Number of surveys returned	36	209	52
Percent satisfied with learning environment	100.0%	92.4%	92.3%
Percent satisfied with social and physical environment	100.0%	95.2%	92.3%
Percent satisfied with school-home relations	97.3%	94.7%	76.0%

\*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 both learning environment and social and physical environment. Of the 52 parents who returned the survey, they are less satisfied with school-home relations.



# Action Plan

Included in This Section:

Action Plan

**Impact of COVID-19:**

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History and the Constitution) the requirement that these examinations count 20 percent has been waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver

- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional   1 <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL 1:</b> 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.
<i>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.</i>
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	38% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary	44	47	50	53	56
		School Actual Elementary 45	53	waiver			
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52	58	waiver			

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,	NA	NA	Classroom Observations

		Principal, Public Education Partners			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. Response to Intervention (RTI)  K5-3 <sup>rd</sup> grade	Daily	RTI Teachers, 5K Teachers and Paraprofessionals, IC, Literacy Coach, Administrators	NA	NA	FastBridge Data
6. SOAR Program	Daily	SOAR Teachers	NA	NA	SOAR Attendance  Meetings with Admin  Pre and Post Assessment Data
7. Coaching Cycles	Ongoing	Teachers, IC, Administrators	NA	NA	Coaching Cycle Notes  Lesson Plans  Classroom Observations
8. TE21 Benchmarks	1 <sup>st</sup> and 3 <sup>rd</sup> Quarters	Teachers, Administrators, IC, and Literacy Specialist	NA	NA	Grade Level Meeting Minutes  Data Team Meetings



					School Reports Individual Student Goal Setting
9. Moby Max Reading	Ongoing	Teachers, IC, Literacy Specialist, Admin	3,000	General Funds	Classroom Observation Moby Max Usage Reports Placement Tests all Grade Levels

**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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	44% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 47	47	50	53	56	59
		School Actual Elementary 55	63	waiver			
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	62	64	66	68	69
		District Actual Elementary 60	63	waiver			

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. MobyMax Math	Ongoing	Teachers, IC, Administrators	\$3,000	General Funds	Classroom Observations  MobyMax usage reports  Placement Test all grade levels

4. TE21 Benchmarks	1 <sup>st</sup> and 3 <sup>rd</sup> Quarters	Teachers, Administrators, IC	NA	NA	Grade Level Meeting Minutes  Data Team Meetings  School Reports  Individual Student Goal Setting
5. Coaching Cycles	Ongoing	Teachers, IC, Administrators	NA	NA	Coaching Cycle Notes  Lesson Plans  Classroom Observations
6. 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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>School Projected Elementary</b>	67	70	73	76	79
		<b>School Actual Elementary</b> 64	65	waiver			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	63	66	69	72	75
		<b>District Actual Elementary</b> 60	64	waiver			

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. Science Lab Instruction (3 <sup>rd</sup> -5 <sup>th</sup> )	Ongoing	Teachers, IC, Administrators	NA	NA	Science Lab Schedule  Lesson Plans  Grade Level Meeting Minutes  Classroom Observations
4. Coaching Cycles	Ongoing	Teachers, IC, Administrators	NA	NA	Coaching Cycle Notes

					Lesson Plans Classroom Observations
5. 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:** 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	NA	waiver			
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	40	waiver			



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	35	waiver			
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	31	waiver			
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	14	waiver			
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	21	waiver			
SC READY ELA SC SDE Website	16 % Meets Expectations and Exceeds Expectations	School Projected LEP 19	22	x	x	x	x
SC READY ELA SC SDE Website		School Actual LEP 29	NA	waiver			
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	44	waiver			
SC READY ELA SC SDE Website	NA % Meets Expectations and Exceeds Expectations	School Projected PIP 38	43	46	49	52	55
SC READY ELA SC SDE Website		School Actual PIP 40	44	waiver			

SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected PIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual PIP 33	45	waiver			
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	no subgroup	waiver			
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	43	waiver			
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	53	waiver			
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	30	waiver			
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	18	waiver			
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	20	waiver			

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	no subgroup	waiver			
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	46	waiver			
SC READY Math SC SDE Website	51% Meets Expectations and Exceeds Expectations	School Projected PIP 54	54	57	60	63	66
SC READY Math SC SDE Website		School Actual PIP 51	58	waiver			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected PIP 36	36	39	42	45	48

SC READY Math SC SDE Website		District Actual PIP 38	43	waiver			
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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. 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
2. TE 21 Benchmark	End of each quarter	5 <sup>th</sup> grade teachers, IC, Administrators	NA	NA	Data Team Meetings Grade Level Meeting Minutes
3. 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 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 Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 =64%	Kindergarten through Grade 5 =64%	Kindergarten through Grade 5 =67%	Kindergarten through Grade 5 =70%
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 =58%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten =82% Grade 1 =62%	Kindergarten =85% Grade 1 =65%	Kindergarten =88% Grade 1 =68%	Kindergarten =91% Grade 1 =71%
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	School Actual	Kindergarten =79% Grade 1 =59%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>School Projected</b>		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 – February 2018	2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile	<b>School Actual</b>	Grade 2 – 15 % Grade 5 – 30%	Grade 2 – 23 % Grade 5 – 32 %	Grade 2 – 23% 5 <sup>th</sup> grade data point not available - School Board decision to waive 5 <sup>th</sup> grade testing due to Act 142 testing requirements.		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	<b>District Projected</b>		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		<b>District Actual</b>	K-5 69%	Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	<b>District Projected</b>		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40 <sup>th</sup> percentile) Grade 1 criteria 71 or more accurately read words per minute (40 <sup>th</sup> percentile)	<b>District Actual</b>	5K – 50% Grade 1 – 55%	Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.			



MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	<b>District Projected</b>		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018	2 <sup>nd</sup> grade criteria RIT = 190 64 <sup>th</sup> percentile 5 <sup>th</sup> grade criteria RIT = 217 68 <sup>th</sup> percentile	<b>District Actual</b>	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% <i>5<sup>th</sup> grade data point not available - School Board decision to waive 5<sup>th</sup> grade testing due to Act 142 testing requirements.</i>		

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Language and Word Study Coaching K-2	August-June	IC, Literacy Specialist, Teachers	None	None	Professional Development Calendar  Classroom Data  Observations
2. Response to Intervention	August- June	Instructional leadership, intervention teachers	none	none	FastBridge Progress Monitoring
3. Small Group Reading Instruction	Ongoing	IC, Literacy Specialist, Teachers	none	none	F&P Benchmarks

					Anecdotal Notes
4. SOAR Program	Ongoing	SOAR Teachers	none	none	Attendance Log  Pre and Post Test Data  SOAR Meetings with Admin
5. Moby Max Reading	Ongoing	Teachers, IC, Literacy Specialist, and Admin	\$3,000	general funds	Classroom Observations  MobyMax usage reports  Placement Test all grade levels
6. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not	2020-21	Director of Early Intervention and Student Support Admin.			Waiver

impact program quality or instructional implementation					
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**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		School Projected			Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity Maintain Ethnic Diversity = Maintain	Gender Diversity Maintain Ethnic Diversity = Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity=yes Ethnic Diversity = yes	Gender Diversity=yes Ethnic Diversity = yes	Gender Diversity=yes Ethnic Diversity = yes	Gender Diversity=yes Ethnic Diversity = yes
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

**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%	School Projected Students ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 91	92	waiver			
SC SDE School Report Card Survey	100	School Projected Teachers ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100	100	waiver			

SC SDE School Report Card Survey	95	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 93	92	waiver			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	waiver			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	waiver			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Parents 88	89	waiver			
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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. 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 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 *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	≤1.0
GCS Expulsion Report		School Actual 0	0				
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9			

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	≤ .07
GCS Expulsion Report		School Actual 0	0				
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04	.10	.03			

**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 Cognia 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
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	90	90	90	90	90
		School Actual 86	90	90	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90	92	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. SEL Professional Development	August-May	School Counselor, District Behavior Interventionist	NA	NA	Professional Development Calendar  Classroom Observations
2. Classroom Celebrations	Quarterly	Teachers, School Counselor	NA	NA	Classroom Celebration Schedules
3. Schoolwide House System	Ongoing	ALL Staff	\$300	Local Funds	House Meetings  Ticket System  House Celebrations

**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
180 <sup>th</sup> day Attendance Report		School Actual 96	95	97			
	(2016-17) 95	District Projected	95	95	95	95	95
180 <sup>th</sup> day Attendance Report		District Actual 95	95	96			

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

<b>Performance Goal Area:</b> <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional   1 <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other							
<b>PERFORMANCE GOAL 6:</b> 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 Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.							
<b>INTERIM PERFORMANCE GOAL:</b> Meet annual targets below.							

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>School Projected</b>	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 ≤	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	<b>District Projected</b>	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 – 5% Lonely – 10% Angry – 7%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.	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