



Ellen Woodside Elementary

Shawn McCain -Principal

Greenville County School District

Burke Royster – Superintendent

Scope of Action Plan (2025 through 2029)

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: ELLEN WOODSIDE ELEMENTARY

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2025-26 (*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		2/28/25
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Shawn McCain		2/28/25
PRINTED NAME	SIGNATURE	DATE

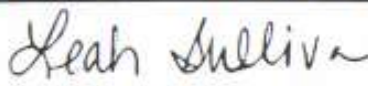
CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		2/28/25
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Bridget Grogan		2/28/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Leah Sullivan		2/28/25
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 9122 Augusta Rd., Pelzer, SC 29669

SCHOOL TELEPHONE: (864) 355-4900

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

Stakeholder Involvement for School Renewal

Position and Name

1. PrincipalShawn McCain
2. Teacher.....Kenisha Thompson
3. Parent/Guardian.....Heather Franco
4. Community Member.....Mike Morris
5. Paraprofessional.....Alicia Olson
6. School Improvement Council Member.....Bridget Grogan
7. Read to Succeed Reading Coach.....Colleen Levy
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**

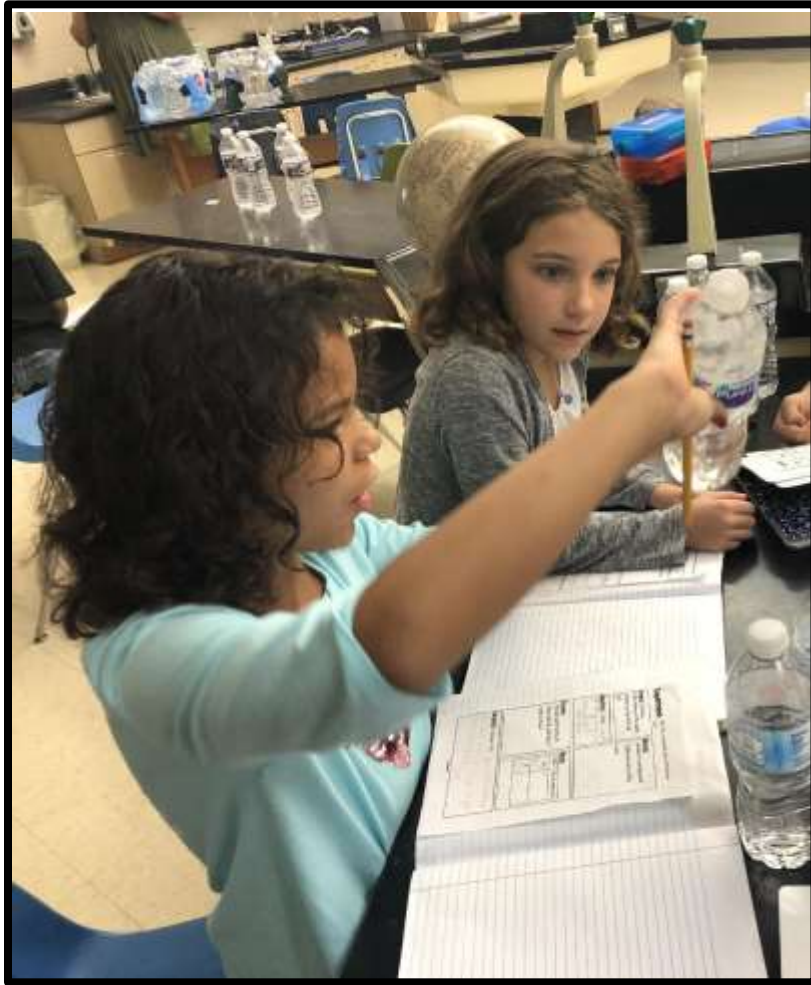
Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))		
Yes		Academic Assistance, PreK–3
• No		The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
• N/A		
Yes		Academic Assistance, Grades 4–12
• No		The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
• N/A		
Yes		Parent Involvement
• No		The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
• N/A		
Yes		Staff Development
• No		The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
• N/A		
Yes		Technology
• No		The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
• N/A		
Yes		Innovation
• No		The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
• N/A		

Yes • No • N/A	<p>Collaboration</p> <p>The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).</p>
Yes • No • N/A	<p>Developmental Screening</p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
Yes • No • N/A	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes • No • N/A	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes No N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>

Yes No N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes No N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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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 school report card highlights academic achievement and provides helpful background information on factors such as academic growth, college and career readiness, school climate, and student safety. In 2019, Ellen Woodside received a score of 59 on the state report card, which equals a Good rating. In both 2019 and 2020, schools were not rated due to the COVID-19 pandemic. In 2022, the school scored 59 and received a Good rating. For the 2023 school year, Ellen Woodside earned 61 points and received an Excellent rating on the state report card. For 2024, the school dropped to 52 points and received an Average rating.

The school will monitor SC Ready and SC PASS, Mastery View Predictive Assessment, Measures of Academic Progress (MAP), Amira reading, and common assessment data collected to closely monitor progress of students. 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 April/May. . Students in Kindergarten through second grades will be assessed using Amira three times a year.

Second through fifth grade students will be assessed in ELA and math three times a year using the MVPA benchmarks through Mastery Connect to monitor students meeting standard expectations. 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 three times throughout the school year to monitor reading progress. Students below the 15th percentile are placed in reading intervention groups and are served for 30 minutes five days a week. Those scoring in the 25th percentile or below receive mandatory reading tutoring through Amira. In math, students in K5 and 1st grades are benchmarked twice a year. Students in 2nd-5th grades are benchmarked using Mastery View

Predictive Assessments. These assessments are aligned to state standards and pacing in the classroom. Data from these assessments is used to guide instruction in whole group and small groups in the classroom. Students are continuously assessed in every classroom to monitor growth through common formative assessments, student/teacher conferring, and progress monitoring. 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 seventh year as Principal of Ellen Woodside during the 2024-2025 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 Professional Learning Communities (PLCs), Instructional Leadership Meetings, Teacher Leader Teams, and Guiding Coalition. 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.

Guiding Coalition

Each grade level has a chairperson who serves on the school's Guiding Coalition. These staff members serve for two years on this team. The team meets monthly, with the school leadership team to discuss school-wide data and next steps for instruction and school culture. The main purpose of this team is to guide the staff in creating a collaborative culture in regards to student data and instructional planning.

2024-2025 Guiding Coalition Members	
Kindergarten	Ashton Gilpin
1 st Grade	Stephanie Powell
2 nd Grade	Kaila Miller
3 rd Grade	Jessica Mueller
4 th Grade	Kenisha Thompson
5 th Grade	Kimberly Black
Related Arts	Janis Lewis

SPED	Katy Snyder
Instructional Support	Leah Sullivan, Colleen Levy
Administration	Shawn McCain, Morgan Warner

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 2024 SCReady results, students at Ellen Woodside fell below the district percentage of students in the meets and exceeds expectations category in ELA by 1.7%. This is up from the previous year of being 2% below the district in 2023.

To help raise achievement, the Instructional Coach and Literacy Specialist have provided professional development in the areas of planning and executing small strategy reading groups. There has also been a professional development focus in the area of phonics instruction for all K5-1st grade teachers. All teachers in grades K-2nd have been trained and coached in Reading Horizons, a phonics based program to increase reading ability in both grade levels. All teachers in K4-3rd have received LETRS training (Units 1-4) throughout the school year. Teachers in third through fifth grades have received professional development in the area of grammar instruction, based on data collected from the SC Ready writing assessment and MVPA data. Teachers are meeting in reading small groups for

remediation each day. These groups are differentiated for students to ensure appropriate instruction. Teachers are also including explicit phonics instruction in all grade levels, K4-5th. Students in K-5th grades who fall below the 25th percentile on the reading benchmark are receiving tutoring from Amira for 30 minutes a week. Those in 1st-3rd grade who fall below the 15th percentile are receiving reading intervention outside of the classroom each day for 30 minutes, in addition to reading instruction in the classroom.

The implementation of reading instruction based on the Science of Reading, 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. Students will receive explicit phonics instruction in K5 and 1st grade throughout the year. 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, 2024 SC Ready results showed 59.4% of students scoring in the meets and exceeds categories. This is above the district average of 53.3%. To increase student achievement in the area of math, students were identified for the SOAR program to attend small remediation groups in the afternoon, twice a week. Seventy students attended these groups for 10 weeks. In addition, an online, leveled math program, Dreambox, is being used in all grade levels to differentiate math instruction and provide data to teachers to guide instruction. A “Dreambox Lab” has also been implemented for students who have been identified to need extra support. These students attend the lab each morning before school begins. Teachers meet in PLCs each week, with the Instructional Coach to create Common Formative Assessments, disaggregate CFA data, and collaboratively plan instruction based on the data collected. Teachers also meet with small math groups to provide individualized math instruction in the classroom. Mastery Connect is used to track student mastery of math standards. This allows teachers to plan instruction based on student needs in the

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

In regard to science, scores were not collected for the 2024 school year. In 2023, the percentage of students scoring “Met” and “Exemplary” on the 2023 SCPASS test was 60%. This is equal to the district average, and increased by 8% from the previous year. As a school, we will continue to work on science in order to provide rigorous instruction for our students to meet the standards. Teachers will continue to implement interactive notebooks. Teachers in 3rd-5th grades will be required to provide hands-on science instruction in their classrooms. 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.

Teacher and Administrator Quality

According to the 2024 school report card, 100% of teachers were continuing contract. The number of teachers returning to the school from the previous year was 92.2%. This number increased from 89% in 2023. The three year average percentage of teachers returning from the previous year is 87.5%, which increased from 79.6% in 2023. The teacher attendance rate was 96.4% for the 2024 school year.

The principal has been in education for 25 years and has served as the principal of the school for seven years, with previous experience as an Assistant Principal. The Assistant Principal served her third year at the school along with an additional AP who served his second year in 2024-2025. The Instructional Coach served her 13th year in the coaching position at the school with a total of 21 years in education. The Literacy Specialist has served in the position for 8 years and was a classroom teacher for 7 years.

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 2023-2024 school year, the lowest area was satisfaction with the learning environment. The data showed that 94% of parents were satisfied in this category while teachers reported 100% satisfaction in this area. The parent percentage was up from the previous year by 12 percentage points. The highest area reported for parents was satisfaction with social and physical environment with 97.1% of

parents satisfied. Teachers reported 93.4% satisfaction with social and physical environment at the school. For students, the highest level of satisfaction was 93% in the area of school home relations.

Significant Challenges the Past Three Years:

The biggest challenge for our school in the past three years has been continuing to close gaps in learning from school closure during the COVID-19 pandemic and school growth. With the transition to all virtual learning during the pandemic, it was very difficult to continue the same quality of instruction given in the brick and mortar setting. Although the majority of our students and staff have returned to in-person instruction, there are evident gaps in learning for those students who were impacted. An increased focus was placed on accelerating remediation using ESSER funds for additional interventionists and an expanded summer school. The 2023 school report card gains can be attributed to these efforts. As for the 2024 report card data, students across the district fell in both ELA and math. Students at Ellen Woodside actually performed better than the district in math and only slightly behind in ELA. We are continuing to gain momentum in student progress, but our rate of student progress has slowed. This could be attributed to a loss of support personnel due to the end of ESSER funding.

Another challenge that we have faced is the growth of our school overall. The population in our zoned area has quickly increased our total school population and added additional challenges of building space, increased class sizes, and new families to our school community. A new building addition was added for the 2024-2025 school year to address these growing concerns. In addition, Ellen Woodside merged with the Riley Child Development Center, which added 10 preK classrooms to our school.

In response to these challenges, our school teamed up with our district's academic specialists to determine next steps in instruction for our school. The district specialists provided support through providing professional development to teachers based on the biggest areas of need. All grade level teachers have worked on providing a more student-centered environment in their classrooms through the use of academic discourse in all

subject areas. Teachers have received specific professional development around academic discourse, student engagement, and small group instruction. Based on the 2023 math data from SC Ready and the 1st MVPA benchmark, teachers in all grade levels have received professional development in math, with a focus on the gradual release model. This professional development was planned after the Instructional Leadership Team conducted a learning walk with district academic specialists. The team collected data and determined a deficit in the area of the “you do” piece of the gradual release model. Professional development was planned and executed by the Instructional Coach to address this need. An Instructional Walk was conducted after the professional development, and progress was evident in all classrooms in regards to gradual release. Improvement was made with a 2% growth in the area of math on SCReady and a 7% higher percentage than the district in math.

To address reading achievement, teachers in K5 and 1st grade have continued professional learning with Reading Horizons, and all 2nd grade teachers have been trained to use the program and are continuing with professional development in the coming year. All teachers in K4-3rd grade are participating in the Lexia LETRS course which focuses on reading instruction, spelling, and other related language skills. Teachers will complete this program in the spring of 2026. All intermediate teachers have worked on increasing grammar instruction with inquiry during the school year. The Instructional Coach and Literacy Specialist have delivered professional development in this area and have worked with teachers to plan reading comprehension instruction and small group instruction.

Accomplishments:

- Multi Language Learner Achievement District Award
- United Way Campaign Award of Excellence
- Michelin Challenge Education School
- District Energy Saver Award
- Mentor Greenville
- Battle of the Books District Winner

- Bosch B3ST Grant Recipient
- ArtsNow Grant Awarded School
- Equitable Access to STEAM Engagement DOE Grant Recipient
- Leader in Me SCDOE Grant Recipient



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 898 students in attendance with an additional 180 students attending the Riley Center that merged with the school in 2022. For both campuses, there is a total of 1078 students currently enrolled. 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 112,335 square feet. A new addition was added to the school in 2024 to accommodate the growth in the area. 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. Ellen Woodside will celebrate 100 years in 2025, and the Riley Center will celebrate 25 years. 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. Chris Huff is the current area representative for the State House of Representatives and is an active part of the school community. 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. Due to many new housing developments in our zoned area, our school has grown by 100 students over the past three years and with the merger with Riley CDC, we have increased by 200 more students.

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

Ellen Woodside Elementary Staff

Our present staff consists of a principal, two assistant principals, one instructional coach, one literacy specialist, two school counselors, a school nurse, a media specialist, 38 classroom teachers at Ellen Woodside and 10 teachers at Riley CDC, one ED self-contained intermediate resource teacher, one ED self-contained primary resource teacher, two full-time resource teachers, one full-time reading interventionist, one part time reading interventionist, one part time math interventionist, two full-time speech therapists, a full time Challenge teacher, three full-time related arts teachers (art, music, physical education), three traveling related arts teachers (at EWE four days a week), a full-time media clerk, a full-time STEAM Lab instructor, one full time Computer Lab instructor, and one full-time ESOL teacher. One secretary, one part-time clerk, and two full-time clerks keep our office running smoothly. Our support staff includes ten paraprofessionals (kindergarten and ED/SC) at Ellen Woodside and 12 paraprofessionals at Riley CDC. Our cafeteria employs eight full-time workers. A custodial team of five members keeps our school operating in a clean and safe manner. Piedmont Mental Health has a part time office at Ellen Woodside to help assist families and students with their needs. Ellen Woodside also runs an Extended Day program, which includes five employees.

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

Of the faculty, 100% are continuing contract teachers. Teacher attendance rate for the 2023-2024 school year was 96.4%. Of the teaching staff, 52.2% 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 throughout the school year, Summer Academy and the Upstate Technology Conference to help develop teachers in instructional best practices, behavior, and technology.

Twenty of our teachers have received Reading Horizons training in the past three years. Forty six of our teachers with certification have attended LETRS training and have completed the first four units of the program. All certified teachers at Ellen Woodside participate in professional development four

times a year, led by ArtsNow. This is an arts integration program that teaches classroom teachers how to integrate music, visual arts, dance, and theatre into their classroom instruction. The school is in the third year of this professional development. For two years, a team of five teachers have attended the summer foundational offered by ArtsNow to deepen their knowledge of arts integration.

Student Population

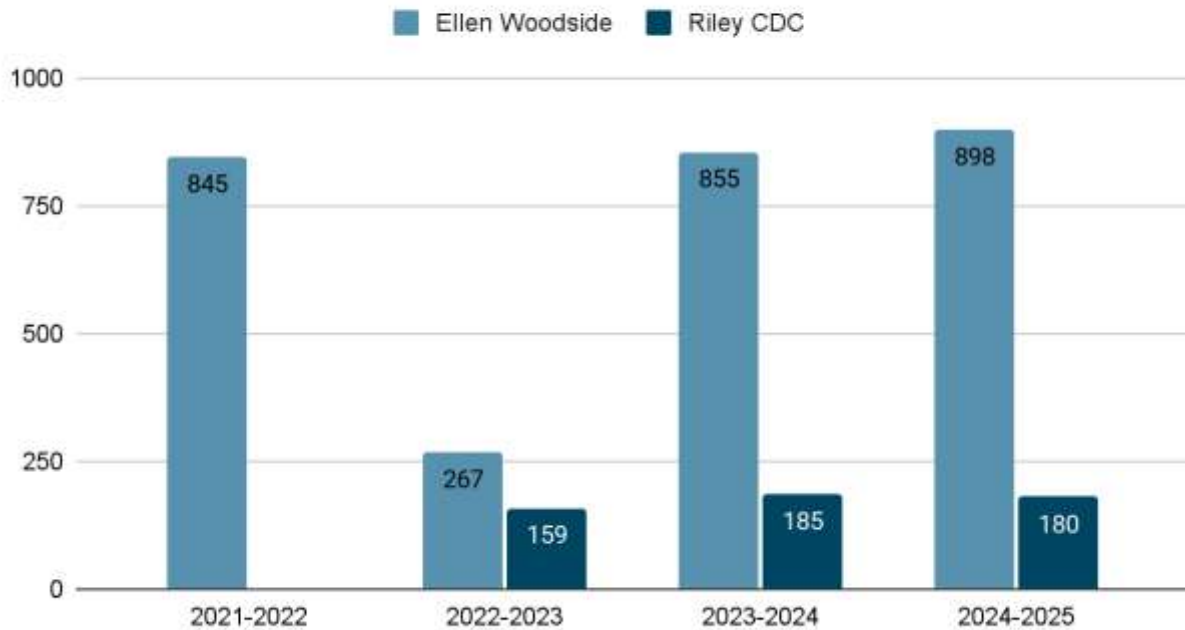
There are 1078 students currently enrolled in Ellen Woodside Elementary School. The number of students in each grade level has increased in the past three years. Teacher to student ratios are shown in the chart below:

Grade Level	# of teachers on grade level	#of students enrolled	Teacher to Student Ratio
K4	10 teachers 12 paraprofessionals	180	1:18
K5	5 teachers 5 paraprofessionals	131	1:26
1st	8	140	1:18
2nd	7	148	1:21
3rd	7	162	1:23
4th	6	153	1:26
5th	6	162	1:27

At Ellen Woodside, Caucasian students make up 54% of the population, African Americans make up 20% percent, Hispanic 15%, and 11% of other ethnic backgrounds (including Asian, American Indians, and two or more races). The ratio between Caucasians and African-Americans has remained relatively constant over the years. The Hispanic population at Ellen Woodside continues to increase.

Enrollment Over- Time

Enrollement Over Time



Over the past four school years, our population has changed as shown in the bar graph above. Due to the development of new neighborhoods in the community, we have experienced a large increase in students over the past few years. 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. Our pupils in poverty percentage is 68% of the student body. Our PIP status has remained fairly consistent over time. The poverty index for Ellen Woodside is 67.7%, according to the SC Department of Education website

Student Services

Currently, Ellen Woodside has 54 students 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 10.6%. 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.

Ellen Woodside Elementary Student Services (2023-2024)

Speech/Language	49
Specific learning disabled	32
Other health impairment	12
Multiple disabilities	1
Emotionally disabled	1
Developmentally delayed	10
Autism	10
Hearing Impaired	0
ML	97
504	22
Challenge	64

Attendance Rate:

Our student attendance rate for 2023-2024 was 93.28%. 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

Wildcat Ambassadors

Visionary Leaders

Chorus

Ukulele Club

Percussion Club

Mentoring (Lunch Buddies)

Riley Readers

Ellen Woodside provides support to families by providing an after-school Extended Day Program.

Ellen Woodside works with the local high school and career center to provide learning opportunities for students. The PTA offers students a variety of activities throughout the school year.

School Community

Our principal, Mr. Shawn McCain, is in his 25th year of education. Mr. McCain is in his seventh 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.

Mrs. Morgan Warner is serving as both Ellen Woodside and Riley CDC's Assistant Principal. This is Mrs. Warner's third year as Assistant Principal. Mr. Joseph Stowe is in second year of serving as Assistant Principal at Ellen Woodside. Our Instructional Coach, Mrs. Leah Sullivan was a classroom teacher for 8 years and is currently in her thirteenth year in this position. The Literacy Specialist, Mrs. Colleen Levy taught fifth grade for 7 years, and is in her seventh year as a specialist.

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

Local Community

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

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

Partnerships are described below:

Michelin North America: Michelin volunteers serve as "Lunch Buddies" to read with students. Our students compete in an Annual Black History Month essay contest. Winning essays are printed on

Michelin calendars that are distributed throughout the community. We also will have a “Michelin Day” during Career Week where engineers from Michelin spend a day at the school teaching students engineering practices and highlighting the different types of engineers that are needed at Michelin. Engineers work with fifth grade students to design and create rockets. Students participate in a rocket launch to determine the effectiveness of their rocket. Michelin provides a grant each year for K-2nd grade teachers to have a subscription to Reading A-Z to provide leveled reading materials to students. The company also provides one STEM grant each year to a classroom teacher.

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

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

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.

Oak Pointe 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.

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 website. 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.
- We will maintain our *School Improvement Council* (SIC) by holding monthly meetings throughout the school year.
- A *Report to the Community* will be distributed mid-year to inform parents of test scores and progress of our school.
- Classroom Celebrations and Awards Ceremonies are held to showcase positive attributes of students and encourage parents to come to the school.
- PTA sponsored activities that involve our community partners include: School Dances, Barrier Island Trip, the Fifth Grade Picnic, Award Presentations, Color Run, Breakfast with Mom, Donuts for Dads, Talent Show, Teacher Appreciation Week, and the Volunteer Appreciation Banquet.
- Parent, teacher, and student conferences are required mid-year, for all students.
- Grade level activities are encouraged that include parents visiting the classrooms and taking part in activities that enhance the curriculum. (ex. Music Performances, SC Play, Art Show)

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

In addition to these generous partners, Ellen Woodside is fortunate to receive gifts of goods, gift cards, and services from other businesses within our community. Locally popular businesses that have supported EWE include: 3M, Michelin, Chick-Fil-A, Dollar General Store, Coca Cola, Huff's Outdoor Power Equipment, 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 website. 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 (including lockout and lockdown) 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. A school resource officer is shared between one other close elementary school. This officer is routinely present at the school each day. 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. We also use the

RAPTOR accountability system for both drills and emergency situations. The school has ten trained First Responders and an AED device. The team is assessed yearly to monitor compliance with district expectations.

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:

- Raptor Accountability System
- District safety committee and plan
- School safety committee and policy procedures for handling emergencies
- On-line Mandatory Safety Training
- Active Shooter Online 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 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 environment 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.

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.

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. Teachers have 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 approach with an emphasis on integrating the science of reading and social studies and science with the Language Arts into the curriculum. Teachers use mentor texts to teach reading and writing during whole group reading mini lessons. 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. Our kindergarten through second grade teachers use Reading Horizons to teach explicit, systematic phonics instruction. Houghton Mifflin Harcourt's into Reading as a resource for

literacy. 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 a hands-on approach to science with the use of Carolina Biological science kits. 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 Dreambox, Lexia, and Amira to remediate student learning.

Language Arts

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

- Kindergarten, 1st, and 2nd grade teachers utilize Reading Horizons programming for explicit, systematic phonics instruction.
- Response to Intervention has been implemented in K5 -3rd grade. Data is continuously monitored to measure growth in reading.
- Student progress in K5 through fifth grade is monitored through Amira universal screeners which are administered three times a year.
- Some special education students in fourth and fifth grades are serviced through the inclusion model, while some are served in resource pull out.
- ELA, reading, and math achievement are monitored in grades 2nd-5th using the TE 21 Benchmark aligned with district pacing and state standards.
- Students are setting individual reading goals in their classrooms to become better readers.
- Student writing is displayed throughout the building.
- Ten teachers have been trained in Orton Gillingham multisensory phonics instruction in Kindergarten and 1st grade. All Kindergarten, 1st, and 2nd grade teachers are trained in Reading Horizons.

- As part of our continuing staff development and LETRS training, teachers are reading current research to improve teaching methods.
- The TE 21 Benchmark is administered to all 2nd, 3rd, 4th, and 5th grade students in the 1st, 2nd, and 3rd quarters. Results are used to plan and differentiate instruction in the classroom.
- The MAP test (Measure of Academic Progress) is administered to all 1st grade students in the fall, winter, and spring. All 2nd grade students are tested in the winter. Identified 5th students are tested in reading in the spring. Results are used to differentiate instruction, identify gifted and talented students, and determine the planning of classes for 6th grades.
- Weekly grade level planning is utilized to assure collaborative, effective standard driven instruction.
- Common Assessments are used in ELA to continuously track student achievement. Data collected from CAs is discussed during grade-level meetings to guide instruction.

Math

Currently we use the Houghton Mifflin, *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-5th
- Daily Math spiral review
- 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 Dreambox math at home and school to build fact fluency and grade-level specific math skills.
- The TE 21 Benchmark is administered to all 2nd, 3rd, 4th, and 5th grade students in the 1st, 2nd, and 3rd quarters. Results are used to plan and differentiate instruction in the classroom.

On Track

During the 2024-2025 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.



Mission, Vision, and Beliefs

This section includes:

Mission

Vision

Values and Beliefs

Mission/Vision

GROW. LEARN. LEAD. SUCCEED.

Inspiring each child to **GROW** together, **LEARN** with curiosity, **LEAD** with kindness, and **SUCCEED** with confidence.

Values and Beliefs

- All classrooms are engaging and student-centered to **grow** lifelong learners through innovative strategies, including arts integration.
- All students will **learn** when given a solid educational foundation.
- Every student has the potential to **lead** responsibly.
- Everyone will **succeed** through the contributions of family, school staff, students, and the community working together.
- Everyone deserves a safe, respectful, and positive learning environment.
- Students can successfully solve real-world problems by learning to effectively collaborate, think critically, and use creative problem-solving skills.



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 formative assessments that are used to guide instruction and planning. These common formative assessments 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, Amira universal screener 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.

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

Disaggregated Achievement Results

Current SC Ready, SCPASS data, 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 graphs below shows SCReady scores for Ellen Woodside compared to norm data for Greenville County Schools. There are four years of data that will be compared in this section. The data shows that Ellen Woodside students meeting or exceeding was 59.4% in math and 60.1% in ELA. This is a slight increase in both subject areas.

ELA by Performance Level

All 3rd-5th grade students took SC READY ELA for the 2023-2024 school year. The data shows that 60% of students are performing in the meets and exceeds categories. The percentage of students scoring meets or exceeds on ELA SC READY was above the state average by 6% and 1% below the district average.

Current ELA SC Ready Data by Grade Level

The following graph shows performance levels by grade level for the 2023-2024 school year. 4th grade had the highest percentage of students scoring meets or exceeds with 65.3%. This is a slight increase from the 22-23 school year when 64.2% of 4th graders scored meets or exceeds. This is a historical trend for our school. 5th grade had the fewest percentage of students scoring meets or exceeds with 54.3% scoring at the meets or exceeds level. This was a decrease from 61.5% of 5th grade students scoring meets or exceeds in the 22-23 school year. 61% of 3rd grade students

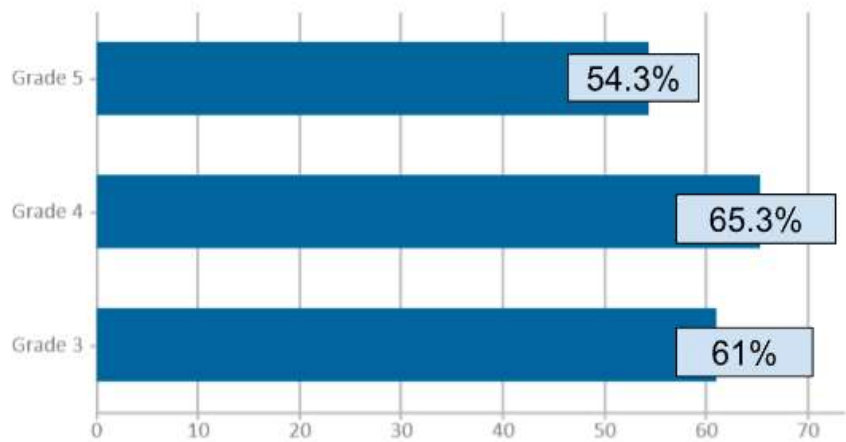
scored at the meets or exceeds category. In 22-23 only 53.6% of 3rd grade students scored at the meets or exceeds category.

Math by Performance

Level

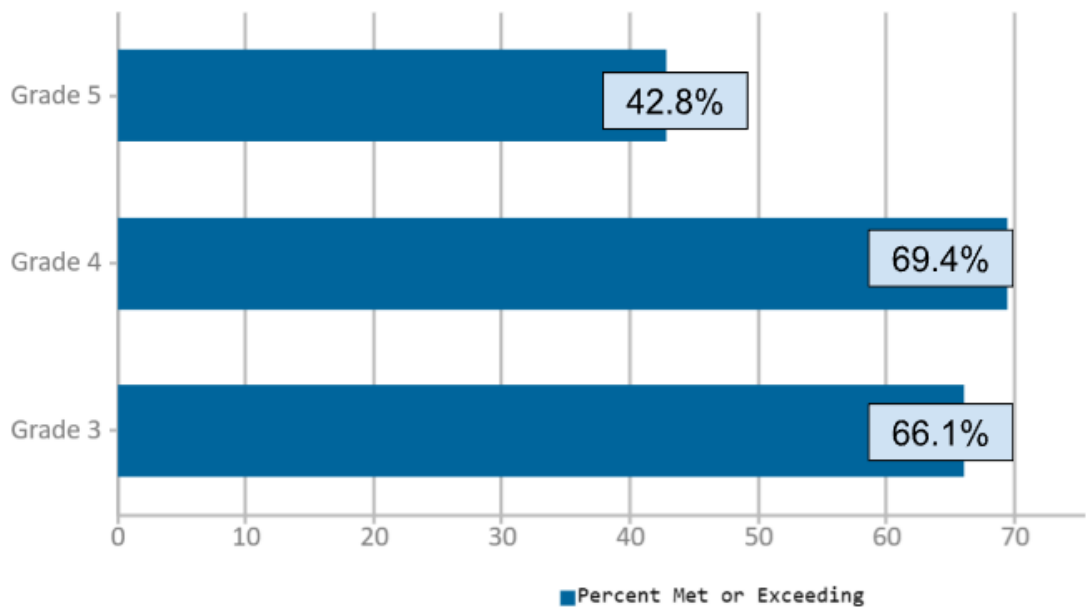
All 3rd-5th grade students took SC READY Math in the spring of 2024. For the 2023-2024 school year, 59.4% of students scored meets or exceeds. This is above the district average of 53.3% and well above the state average of 42.8%.

SC READY Performance by Grade Level
English Language Arts (Reading and Writing)



Current Math SC Ready Data by Grade Level

Mathematics



The graph above shows the most recent SC READY Math data broken down by grade level. 42.8% of 5th grade students scored at the meets or exceeds level on SC READY. Extensive work has been completed with district academic specialists and the school's instructional coach. This work has focused on using common formative assessment data to target power standards and remediate and extend learning for all students. 69.4% of 4th grade students scored at the meets or exceeds level. This is an increase of 2% from the previous school year. 4th grade has historically performed the best on SC READY Math. 3rd grade scored 66.1% meets or exceeds for the 23-24 school year. This is a large increase from the 22-23 school year when 58.3% of 3rd grade students scored meets or exceeds.

[Ellen Woodside Elementary South Carolina School Report Card](#)

Ellen Woodside Elementary Professional Development Plan 2024-2025

Focus on: Early Literacy (LETRS), 5th Grade Math, Arts Integration

Date	Name	Location	Time
Jun 24, 2024	LETRS Training	Media Center	8:00-3:00
Jul 22, 2024	5th Grade Planning w/ILT	Virtual	9:30-11:30
July 22, 2024	2nd Grade Planning w/ILT	Virtual	12:30-2:30
July 23, 2024	1st Grade Planning w/ILT	Virtual	9:30-11:30
July 23, 2024	3rd Grade Planning w/ILT	Virtual	12:30-2:30
July 24, 2024	4th Grade Planning w/ILT	Virtual	9:30-11:30
July 24, 2024	K4 and K5 Planning w/ILT	Virtual	12:30-2:30
August 5, 2024	LETRS Training	Portable 1	8:00-3:00
August 26, 2024	ArtsNow Visual Arts Planning Day	Classrooms	8:00-1:30
August 27, 2024	ArtsNow Visual Arts Learning Lab	Classrooms	8:00-1:30
August 29, 2024	CAT Time Support w/Burdette 5th	PLC Conference	9:50-10:35
Sep 11, 2024	Guiding Coalition	Media Center	3:00-4:00
Sep 18, 2024	CAT Time Support w/Burdette 5th	PLC Conference	9:50-10:35
September 25, 2024	Staff PD	Media Center	3:00pm-4:00pm
October 9, 2024	Guiding Coalition	Media Center	3:00pm-4:00pm
October 16, 2024	CAT Time Support w/Burdette 5th	PLC Conference	9:50-10:35
October 23, 2024	Staff PD	Media Center	3:00-4:00
October 24, 2024	ArtsNOW Theatre Planning	Classrooms	8:00am-1:30pm
October 25, 2024	ArtsNOW Theatre Lab	Classrooms	8:00am-1:30pm
November 4, 2024	LETRS Training	Media Center	8:00-3:00
November 13, 2024	CAT Time Support w/Burdette 5th	PLC Conference	9:50-10:35

November 13, 2024	Guiding Coalition	Media Center	3:00pm-4:00pm
November 20, 2024	Staff PD	Media Center	3:00pm-4:00pm
December 11, 2024	Guiding Coalition	Media Center	3:00pm-4:00pm
January 5, 2025	LETRS Training	Media Center	8:00-3:00
January 15, 2025	CAT Time Support w/Burdette 5th	PLC Conference	9:60-10:35
January 15, 2025	Guiding Coalition	Media Center	3:00-4:00
January 16, 2025	ArtsNow Music Planning	Classrooms	8:30-1:30
January 17, 2025	ArtsNow Music Lab	Classrooms	8:30-1:30
January 22, 2025	Staff PD	Media Center	3:00-4:00
February 12, 2025	Guiding Coalition	Media Center	3:00pm-4:00pm
February 19, 2025	CAT Time Support w/Burdette 5th	PLC Conference	9:50-10:35
February 19, 2025	Magic School AI with Kevin Roper	Media Center	3:00pm-4:00pm
March 12, 2025	Guiding Coalition	Media Center	3:00pm-4:00pm
March 26, 2025	Staff PD	Media Center	3:00pm-4:00pm
March 26, 2025	CAT Time Support w/Burdette 5th	PLC Conference	9:50-10:35
April 9, 2025	Guiding Coalition	Media Center	3:00-4:00
April 14, 2025	ArtsNOW Dance Planning	Classrooms	8:00am-1:30pm
April 15, 2024	ArtsNOW Dance Arts Lab	Classrooms	8:00am-1:30pm
April 30, 2025	Staff PD	Media Center	3:00pm-4:00pm
April 17, 2024	SC Ready Training	Media Center	3:00pm-4:00pm
May 14, 2025	Guiding Coalition	Media Center	3:00pm-4:00pm
Ongoing	Reading Horizons (K5, 1st, 2nd, RTI)	Classrooms	
Ongoing	HMH Into Reading (All grades)	Classrooms	

Other Professional Development Opportunities:

- EPIC Learning in the 21st Century Classroom
- A.L.I.V.E Part 2
- Continued Support for Literacy Instruction Webinars
- District Curriculum Meetings
- Upstate Consortium
- Summer Academy
- Upstate Technology Conference
- KYTE Learning

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, 3rd-5th 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.

Looking at the data from the school's opinion surveys, we see that 95% of teachers are satisfied with the learning environment. 93.4% of teachers are satisfied with the social and physical environment. 91.8% of teachers are satisfied with the school-home relationship. This is the lowest area of teacher satisfaction on the survey. Looking at the data from the school's opinion surveys, we see that teachers are satisfied with all school climate areas surveyed, having 90% or higher survey results.

Students who were surveyed are mostly satisfied with their school-home relationship with 93% stating they were satisfied through the survey. 91% of students are satisfied with the social and physical environment, while 89% of students are satisfied with the school learning environment.

Of the 73 parents who participated in the survey, 94.2% were satisfied with the learning environment, 96.4% of parents were satisfied with school-home relations, and 97.1% were satisfied with the social and physical environment.

Overall, parents, students, and staff are more than 89% satisfied in all areas.



Action Plan

Included in This Section:

Action Plan

GOAL AREA 1 – Performance Goal 1

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

Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 57.2% in 2022-23 to 74.2% in 2028-29.

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)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY Math SCDE School Report Card			Projected (ES)	62.2%	65.2%	68.2%	71.2%	74.2%
	57.2%	62.2%	Actual (ES)					
	59.9%	61.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Instructional Leadership Team and District Assistant Superintendent	n/a	n/a	C
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Instructional Leadership Team	n/a	n/a	C
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	· Instructional Leadership Team and District Academic Specialist	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	· District Academic Team, School Vertical Teams, Grade Level PLCs	n/a	n/a	C
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	· District Academic Team, School Vertical Teams, Grade Level PLCs	n/a	n/a	C
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	· Grade Level PLCs, Instructional Leadership Team	n/a	n/a	C
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	· Administration, Instructional Leadership Team	n/a	n/a	C
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	· Administration, Instructional Leadership Team	n/a	n/a	C
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	· Instructional Leadership Team, District Academic Specialist	n/a	n/a	C
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	· Instructional Leadership Team, District Academic Specialist	n/a	n/a	C
3. Ensure ongoing, continuous improvement of student achievement through the	2024-2029	· Instructional Leadership Team	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Professional Learning Community Process by monitoring for fidelity.					
4. Foster a collaborative relationship between schools and parents.	2024-2029	Instructional Leadership Team, School Improvement Committee (SIC), Parent Teacher Association (PTA)	n/a	n/a	C
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	Instructional Leadership Team, School Improvement Committee (SIC), Parent Teacher Association (PTA)	n/a	n/a	C

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 59.6% in 2022-23 to 64% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	63%	66%	69%	72%	75%
	59.6%	63.3%	Actual (ES)					
	64.2%	63.2%	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	Instructional Leadership Team and District Assistant Superintendent	n/a	n/a	C
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	Instructional Leadership Team and District Academic Specialists Teachers	n/a	n/a	C
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	Instructional Leadership Team, Response to Intervention Team, Grade Level PLCs Teachers	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	· Instructional Leadership Team, Response to Intervention Team, Grade Level PLCs	n/a	n/a	C
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	· Instructional Leadership Team, Grade Level PLCs	n/a	n/a	C
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure consistent use across all classrooms.	2024-2029	· Instructional Leadership Team, District Academic Support Specialists	n/a	n/a	C
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	· Instructional Leadership Team, Grade Level PLCs	n/a	n/a	C
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	· Instructional Leadership Team, Grade Level PLCs	n/a	n/a	C
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	· Instructional Leadership Team, Grade Level PLCs, Response to Intervention Team	n/a	n/a	C
5. Implement a range of assessment methods that measure student understanding.	2024-2029	· Instructional Leadership Team, Grade Level PLCs	n/a	n/a	C
6. Ensure vertical articulation of grade level content and practices.	2024-2029	· Instructional Leadership Team, Grade Level PLCs, Schoolwide Vertical Teams	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	Instructional Leadership Team, Grade Level PLCs, District Academic Specialists	n/a	n/a	C
8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities. b. Promote school readiness activities with parents and community through GCCS web-based resources. c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of	2024-2025	Director of Early Intervention and Student Support			Waiver

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.					
Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.					
1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).	2024-2029	Instructional Leadership Team, District Academic Support Specialists	n/a	n/a	C
2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.	2024-2029	Instructional Leadership Team, District Academic Support Specialists, Grade Level Professional Learning Communities	n/a	n/a	C
3. Utilize resources for differentiated support and acceleration for all students.	2024-2029	Instructional Leadership Team, District Academic Support Specialists, Grade Level Professional Learning Communities, Response to Intervention Team	n/a	n/a	C
4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.	2024-2029	Instructional Leadership Team, District Academic Support Specialists, Grade Level Professional Learning Communities	n/a	n/a	C
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	Administration, Instructional Leadership Team	n/a	n/a	C
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive	2024-2029	Instructional Leadership Team, District Academic Support Specialists, Grade Level	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
texts to accommodate various learning styles.		Professional Learning Communities, Media Specialist			
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	Instructional Leadership Team, District Support Team	n/a	n/a	C
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	District Support Team, Instructional Leadership Team	n/a	n/a	C
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	District Academic Support Team, Instructional Leadership Team	n/a	n/a	C
4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills.	2024-2029	Instructional Leadership Team, Grade Level Professional Learning Communities	n/a	n/a	C
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	Instructional Leadership Team, District Academic Support Team	n/a	n/a	C

GOAL AREA 2 – Performance Goal 1

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

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	100%	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	100%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	School Principal	n/a	n/a	C
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	School Principal	n/a	n/a	C
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	School Counselor	n/a	n/a	C

GOAL AREA 2 – Performance Goal 2

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

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	10.4%	10.1%	Actual (District)					
			Projected (School)	6.5%	6%	5.5%	5%	4.5%
	7%	6.5%	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1:					
1. Seek input on teacher voice from guiding coalition	2024-2029	Instructional Leadership Team	n/a	n/a	C
2. Seek teacher input from Upbeat Teacher Survey	2024-2029	School Principal	n/a	n/a	C

GOAL AREA 3 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents after their first referral*	61.5%	54.1%	Actual (District)					
			Projected (School)	42.3%	40.3%	38.3%	36.3%	34.3%
	44.3%	42.3%	Actual (School)					

*On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	School Administration	n/a	n/a	C
2. Establish consistency in teaching and reinforcing expectations and building positive	2024-2029	School Administration, Guiding Coalition	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
relationships, while allowing custom, school-based programming to meet this goal.					
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	• School Administration, School Counselors, Greenville Mental Health Counselor	n/a	n/a	C
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	• School Administration, Teacher Mentors	n/a	n/a	C
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	• OnTrack Team	n/a	n/a	C
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	• School Counselors, Guiding Coalition, Grade Level Professional Learning Community	n/a	n/a	C
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	• School Improvement Council, School Administration, Classroom Teachers	n/a	n/a	C
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	• School Administration	n/a	n/a	C
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	• Classroom Teachers	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc.	2024-2029	Principal, Parent Teacher Association, Guiding Coalition	n/a	n/a	C
2. Increase leadership opportunities within the school during the school day.	2024-2029	Principal	n/a	n/a	C
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	Principal, School Counselors	n/a	n/a	C
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	School Administration	n/a	n/a	C
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	School Administration	n/a	n/a	C
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	School Administration	n/a	n/a	C
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	Classroom Teachers, School Counselors	n/a	n/a	C
5. Provide student-centered interventions and resources for students who	2024-2029	School Counselors, OnTrack Team	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.					

GOAL AREA 3 – Performance Goal 2

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

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24.2%	23.9%	Actual (District)					
			Projected (School)	17%	15%	13%	11%	9%
	21%	19%	Actual (School)					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	Attendance Clerk	n/a	n/a	C
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	Attendance Clerk, OnTrack Team	n/a	n/a	C
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	Attendance Clerk	n/a	n/a	C

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	District Attendance Support	n/a	n/a	C
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	Attendance Clerk	n/a	n/a	C
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	School Improvement Council	n/a	n/a	C
3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).	2024-2029	Attendance Clerk	n/a	n/a	C

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase the engagement of families and community volunteers with school personnel, as measured by the number of school visitors and volunteers, by 3% annually.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
Number of Visitors and Volunteers in Raptor System			Projected (District)	317,534	327,060	336,872	346,978	357,387
		308,285	Actual (District)					
			Projected (School)	2,907	2,994	3,083	3,175	3,270
		2,823	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					
1. Increase parent and guardian utilization of Backpack.	2024-2029	School Administration	n/a	n/a	C
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	School Principal	n/a	n/a	C
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	Media Specialist, Instructional Coach	n/a	n/a	C
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	School Improvement Council	n/a	n/a	C
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	School Improvement Council	n/a	n/a	C
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	School Improvement Council	n/a	n/a	C
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	School Administration	n/a	n/a	C
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	School Improvement Council, Parent Teacher Association	n/a	n/a	C
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	School Improvement Council, School Administration	n/a	n/a	C