Woodland Elementary School

"Lighting the way and changing the world"

Strategic Plan for 2013-2018

Wanda G. Mote, Principal
Le'Keisha Brown, Assistant Principal
Katrina Miller, Assistant Principal

1730 Gibb Shoals Road
Greer, South Carolina 29650
864-355-0400

Greenville County Schools
Mr. Burke Royster, Superintendent

Woodland Elementary School Strategic Plan
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Lighting the Way....

Changing the World

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Woodland Elementary

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2013-14 *(one year)*

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Michael Stokes		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Wanda G. Mote		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOLADDRESS: 1370 Gibb Shoals Road, Greer, South Carolina   29650

SCHOOL'S TELEPHONE: (864) 355-0400
PRINCIPAL'S E-MAIL ADDRESS: wmote@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

	POSITION	*NAME*
1.	PRINCIPAL:	Wanda G. Mote
2.	TEACHER:	Sharon Waynick
3.	PARENT/GUARDIAN:	Amy Winecoff
4.	COMMUNITY MEMBER:	Joan Gilbert
5.	SCHOOL IMPROVEMENT COUNCIL:	Suzanne Hybl

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
Le'Keisha Brown	Assistant Principal
Katrina Miller	Assistant Principal
Louise Gillespie	Instructional Coach
Erin McCauley	Teacher

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

ASSURANCES FOR SCHOOL PLAN 2013-2018

Act 135 Assurances

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

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

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

_X___ Parent Involvement
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

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

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

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

_X____ Collaboration

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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).

_X_____ Developmental Screening
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

_X_____ Half-Day Child Development
The school provides a preschool special education program for one class of **three** and **four-year-olds**. The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

_X_____ Developmentally Appropriate Curriculum for PreK–3
The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

_____ Parenting and Family Literacy
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

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

Woodland Elementary School Faculty and Staff

2013-2014
Wanda Mote, Principal
Le'Keisha Brown, Assistant Principal
Katrina Miller, Assistant Principal
Louise Gillespie, Instructional Coach
Janet Redd- Secretary, Becky Brammer- Attendance Clerk
Jane Fowler- Office Clerk, Dawn Conrad- Office Clerk
Anna Woodfield -Nurse, Leann Malone- Nurse

Kindergarten
Cathy Bailey
Lucy Coates asst.
Carol Crocker
Shelia Johnson - asst.
Halie Johnson
Susan Bost-asst.
Anne Higginbotham
Jodi Sackett- asst.
Diana Pitman
Dale Black-asst.
Paula Prince
Debbie Vaughan- asst.
Angela Watts

Patty Edwards- asst.

Rebecca Wells
KAthy Friedholm-asst.

Grade 1
Lauren Ackerman
Lisa Allison
Dettie Bach
Carol Barnhill
Brittany Buckley
Louise Earley
Angela Hall
Christie Klessens
Salli Troyan
Corley Lollis-RTI

Grade 2
Kathy Amick
Theresa Franklin
Brandy Manley
Karen McClain
Katherine Redfern
Carol Scudder
Kathleen Walsh
JJ Roper

Grade 3
Rebekah Chaffee
Pat Lipsey

Erin McCauley

Pat Lipsey
Erin McCauley
Suzanne Montgomery
Kara Park
Melissa Pitts

Grade 4
Gidgeta Athey
Samantha Barnhill
Blair Brading
Matthew Moser
Samantha Powers
Samantha Tate
Sharon Waynick

Grade 5
Lisa Allred
Jennifer Dixon
Leisa Guest
Mandy Howe
Bakita Knebel
Marsha Linder
Angela Raines

Related Arts
Krista Ennis- Music
Melody Linaman- Music
Kristina Laird- Art
Matt Smith- Art

Corey Parker- PE

Nomar Rodriguez- PE

Challenge
Carol Tate

Special Education
Suzanne Sneed- LDR
Shannon Vance- LDR
Sara Lawlor- LDR
Atrez Flemings- EDSC
Kelly Mullinax- EDSC aide

Guidance Counselors
Elizabeth All
Sharon Kirton

Speech
Amanda Atkinson
Catherine McKinney

Media Center
Pam Hill
Courtney Rouse
Mamie Waters- clerk

ESOL
Abbye Dilling
Sarah Malloch

Piedad Patino- aide

Pre-School
Special Education
Donna Hughes

Tamika Johnson- asst.
Mary Domininguez-
asst.

Food Services
Bonnie Hogue, Mgr.
Vickie Emery
Jackie Carter
Gloria Hendricks
Joyce Clark
Laura Mauney
Linda Hill
Maribel Martinez

Custodial Staff
Jose Zepata,
Plant Engineer
Sarah Beacham
Mario Gomez
William Medina
Carolyn Wilson

INTRODUCTION

In the spring of 2013, Woodland Elementary School began the development of a strategic education plan for the five year period 2013-2018. The plan follows the pattern of the ten strategic plans developed previously. The Woodland Elementary School Strategic Plan has been developed yearly to guide our actions and document the changes and progress our school has made in improving student achievement. It is our belief that the plan provides a vehicle for developing capacity, self-assessment, communication, and accountability that will lead to substantive school improvement. Each year our plan is updated and revised as necessary. Staff members, SIC members and PTA members are given the opportunity for input and kept informed of our progress.

Upon reviewing our plan, our staff observed that we were striving for high academic achievement. Our school maintains high quality in all areas of operations. During the process of the self-study we made several important goals to continue throughout the coming years:

- Review our mission, vision and belief statements annually.

- Use the strategic plan to guide us in professional development and instructional focus. Incorporate successful strategies into our daily operating plan, eliminating the unsuccessful strategies.

- Continue to analyze our student data to drive the direction of our action plan.

Executive Summary

Student Achievement

Woodland Elementary has maintained a high level of student achievement in all areas on the SCPASS Assessment and received a 94.2 and a 97.3 (Grade A) on our School Report Card for the past two years as reported by the ESEA Federal Accounting Rating. In the fall of 2014, Woodland received a "Gold –Silver" Award for student achievement. During previous school years, Woodland has been consistently awarded the Palmetto Gold Award for Student Achievement and the Palmetto Silver Award for Closing the Gap. However, in 2011-12, we were honored to receive the "Gold-Gold" Award. Although improvement has been made, our area of challenge continues to be our Disabled and ESOL Subgroups.

Teacher and Administrator Quality

Woodland's Faculty and Staff continue to pursue strategies and "best practices" that will promote achievement for all students. To this end, our goal has been to increase the knowledge and expertise of our teachers in the implementation of Balanced Literacy. Over the next three years, our staff will receive training in using Fountas and Pinnell Leveled Literacy groups. Areas of challenge include providing updated technology equipment and training as well as continuing implementation of the Common Core State Standards and Smarter Balance Assessments.

School Climate

 Woodland strives to be a "place where children come first and excellence is the way of life." To that end, our faculty and staff continues to provide a safe school and an effective learning environment. In order to maintain our positive ratings in the school climate category, we will improve stakeholder communication through our new electronic sign and investigate the possibility of a radio program for parents in the car line. We also want to investigate better translation practices in the form of electronic equipment and partners who speak English helping those who do not. It is vital that we ensure that all parents know about the high quality of learning opportunities available to their children here at Woodland.

Challenges

Woodland is met with the following challenges in order to meet our students' learning needs:

- Continue to implement Common Core State Standards
- Continue to implement differentiated strategies to assist low achieving students
- Continue to improve Professional Learning Communities
- Provide more time, equipment and space for training teachers and students in the use of technology
- Continue to build and maintain participation in Before School Tutoring
- Continue to implement Fountas and Pinnell Guided Reading Groups for Balanced Literacy

Awards and Honors

- "A" Report Card Rating-2012-2013, 2013-2014
- Palmetto Gold Award for Student Performance - 2009-2014
- Palmetto Gold Award for Closing the Gap- 2011-2012
- Excellent Report Card Ratings - 2009-2014
- Palmetto Silver Award for Closing the Gap - 2009-2014
- Safe School Award
- 48 Teachers with a Master's degree or higher
- United Way Awards
- PTA Parent Involvement Award
- School Walk for Diabetes Awards
- South Carolina Winner – "Read for the Record"
- Several teacher-awarded grants
- South Carolina Autism Award - Best IEP Team
- 16 National Board Teachers
- WSPA Channel 7 Public Service Bully Campaign Award
- Fully accredited by AdvancED Accreditation Commission

School Profile

Woodland Elementary School is fully accredited by the AdvancED Accreditation Commission and serves 1109 students in grades pre-kindergarten through fifth from a variety of cultural backgrounds. We are the largest elementary school in the district and currently have the third largest ESOL population. Each member of our professional teaching staff is highly qualified as defined by No Child Left Behind. Our staff of 91 members is led by Principal Wanda Mote and Assistant Principals Le'Keisha Brown and Katrina Miller. Seventeen of our teachers are National Board Certified and thirty-seven hold Masters Degrees or higher. Our teachers work diligently to provide learning experiences that engage students in creative, rigorous, standards-based learning experiences that enable them to achieve to their highest potential. Woodland continues to promote student achievement in all areas of the curriculum. We have enhanced and updated our technology school-wide with the addition of eighty-nine teacher laptops, forty new computers in our lab and media center, ninety student laptops for class check out and twenty-nine sets of ActivExpressions and of ActiVotes. This year brought the addition of 37 student iPads, 64 teacher iPads, and wireless access for our building. The addition of new technology will enable us to focus more on improved technology training for our teachers and students.

We are extremely proud of the progress we have made in student achievement and are most appreciative for the hard work of our teachers, staff, students, and their parents. Looking forward, our challenge is to refine our implementation of effective strategies that will sustain our progress and meet individual needs as we continue to move student achievement forward. Our Parent–Teacher Association (PTA) and School Improvement Council (SIC) are involved in key ways at Woodland. They continually explore improved ways to recruit and retain parents and volunteers. We believe that utilizing the skills, talents, and training of our parents and volunteers further enhances our total school program effectiveness. The financial support, commitment to volunteer hours, and creative problem-solving abilities of our community partners enables us to enjoy access to opportunities that would not be possible otherwise. Woodland Elementary School envisions our families, staff, and community working together to help our children succeed. 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 a fast-paced, ever-changing world. Recognizing that parental involvement is one of the greatest contributors to student success in school, we would like to develop strategies for increased parent involvement. Ultimately, we would plan to have a clearly articulated partnership structure for the school. Then our partners' efforts will directly impact our students' success in school and in life.

As a school family, we share a vision and belief that every child can achieve to their maximum potential if provided opportunities, support, encouragement, and love. We remain committed to that end.

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School Personnel

Grade Level *Years Experience	1-5	6-10	11-15	16-20	21-25	26 +
K	1	1	4	1	1	2
1st	1	2	2	1	1	2
2nd	1	3	4	0	1	0
3rd	2	1	2	1	1	1
4th	2	0	1	3	0	1
5th	1	1	1	3	0	0
Special Ed.	1	3	1	0	0	0
Instructional Support	0	0	2	0	1	0
Related Arts	2	3	1	0	0	0
Instructional Leadership	0	0	2	2	1	2

Total Teachers	68
Support Staff -Paraprofessionals	22
Administrators	3
National Board Certified Teachers	16
Bachelors' Degrees	24
Advanced Degrees	39
Male Faculty	5
Minority Faculty	3

Student Population

Student Groups	Total School Enrolment 1182	Percentage
Caucasian	766	64%
Hispanic/Latino	195	16%
African American	104	8%
Other	63	5%
Asian	54	4%
FARMS	415	35.28%
Poverty Rating	N/A	46.37%

Special Programs

Special Programs	K3-K4	K5	1	2	3	4	5	Total
EDSC					1	6	1	8
Resource		2	2	16	11	18	14	63
Speech		11	11	16	10	7	1	56
Gifted & Talented					26	38	45	109
ESOL		38	40	51	43	36	20	228
Preschool Special Ed.	13							13

"What does instruction look like at Woodland?"
Our major academic and behavioral features:

School Focus	Educational Model	Description
Student Achievement: Language Arts	**Balanced Literacy**	**Balanced Literacy** is a model for teaching children in a student-centered classroom, based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell. Daily, children read and write independently and in a variety of group settings. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading. Students also participate in shared and individual writing activities each day. The types of writing experiences include shared writing, interactive writing, guided writing, writing conferences and independent writing.
Student Achievement: Language Arts	**Fountas and Pinnell Guided Reading Groups (Balanced Literacy Format)**	During this part of Balanced Literacy, the teacher works with small groups of children who have similar reading needs and introduces new books carefully chosen to match the instructional levels of students. Readers are carefully prepared when being introduced to a new text, and various strategies are explicitly taught. Ongoing observation and assessment help to inform instruction and grouping of students is flexible and may be changed often.
Student Achievement: Language Arts	**Accelerated Reader**	Accelerated Reader is a program designed to encourage reading comprehension through the reading of leveled texts and computerized tests. After a child reads a book from the Accelerated Reader list, he or she can complete a test based on the book. Many students are motivated to read a high number of books and thus, improve their reading comprehension and fluency.
Student Achievement: Reading	**Response to Intervention**	In its third year, RTI is taught in first grade by one reading interventionist and in kindergarten by classroom teachers. A district curriculum and training are followed by our school. AIMSWEB is used to monitor the progress of students. Our administration and teachers meet monthly to track student progress.
Student Achievement: English Language	**ESOL**	Woodland's ESOL program groups students according to language fluency level and/or grade level where they receive academic assistance from ESOL personnel in

Arts		addition to regular classroom instruction. ESOL teachers collaborate with the mainstream teachers to teach language and skills that support children in the regular program.
Student Achievement: Mathematics	**Every Day Math Counts Calendar Math**	*Every Day Counts Calendar Math* is an interactive program designed to capitalize on the daily presentation of key concepts that foster children's mathematical confidence and competencies. Students analyze data, see patterns, explore math relationships, and communicate their thinking to the teacher and one other.
Student Achievement: Math Intervention	**Compass Learning**	Compass Learning is a district adopted computer program that provides individualized instruction in math, reading and language. The student's "path" is based on their MAP scores. The program is utilized in the before school tutorial program, computer lab time and at other times determined by the student's teacher.
Student Achievement: Math Intervention	**Reflex Math**	**Reflex** Math, a computer program for grades 1-5, helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division. Students may use the program at school and at home.
Student Achievement And Teacher/ Administrator Quality: Planning and Integration	**Learning Focused Schools**	*The Learning Focused Schools Project* is based on a foundation of consistent, pervasive, and exemplary practice reflected in the school's curriculum, instruction, assessment, organization, and planning. Developed by Dr. Max and Dr. Julia Thompson, the program's success has been documented since 1997 and is the current restructuring process for over 700 schools in 8 states. Greenville County Schools has approved this program for its schools.
Student Achievement: Support	**Assistance Team**	Woodland's Assistance Teams consist of teachers who facilitate the process of ensuring that students receive special services and support when needed. Teachers may refer a student to the A-Team in order to receive feedback for new strategies. Further testing and placement decisions are also decided in conjunction with the students' parents.
Student Achievement: Science	**Science Lab**	The Woodland Elementary School Science Lab is a key component of our inquiry based science program. The lab enhances our SC Standards- based curriculum and also

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		supports the classroom teacher's science instruction. Curriculum and Instructional Materials come from FOSS Kits, GEMS, Delta Science, SAC Kits, and web-based materials. Parent volunteers assist classroom teachers with lab set up. They are also instrumental in the care of the lab animals.
School Climate: Character Education	**Pathway to Leadership**	Woodland's faculty and staff believe in supporting all students in the rise to their potential by providing many opportunities for students to develop their leadership abilities. From classroom leaders to welcome leaders, we have implemented many leadership roles for our students.
School Climate: Character Education (service)	**Diabetes Walk**	Woodland students have participated in America Diabetes Association's "School Walk for Diabetes" for the past eight years, raising over $140,000.00! Combining physical fitness (walking) with caring for others makes a winning combination for the students at Woodland and the people who suffer from the disease of diabetes.
School Climate: Character Education	**Red Ribbon Week**	Red Ribbon Week is a nationally recognized program that encourages students to develop healthy attitudes about drugs and alcohol. Sponsored by the Greenville Family Partnership, the program emphasizes the building of character by staying drug and alcohol free. School activities include special assemblies, collecting canned goods, and wearing red.
School Climate: Character Education	**Big Brother/Big Sister**	Big Brother/Big Sister is a school based mentoring program that matches students with a Big Brother or a Big Sister. Volunteers visit the students during the school day and participate in a variety of activities (helping with classwork, reading, educational computer activities). Students are chosen based on information given by teachers, parents and guidance counselor.
School Climate: Extracurricular Program	**Art Club**	Woodland 's Honors Art Club is for 3rd – 5th graders who have a strong interest in the visual arts, exceptional talent, and are self-motivated to *focus* on creating art during this after-school program. Students audition by creating a specific drawing. Meetings are held weekly.

School Climate: Extracurricular Program	*The Morning Show*	The *Woodland Morning Show* is a student produced daily broadcast that includes announcements, the Pledge of Allegiance, minute of silence, and special features. The news crews' duties include writing news reports, using equipment, and reporting the weather and feature stories. Crew members include recommended fifth graders.
School Climate: Extracurricular Program	**Honors Choir**	The Woodland Honors Chorus is comprised of fourth and fifth grade singers who were selected by audition. These singers show giftedness in choral music and perform a variety of musical styles at school and community functions. They are service-oriented and sing for hospitals, retirement communities, and nursing homes as well as many seasonal and patriotic events. Honors Choir members represent Woodland as our finest young people.
School Climate: Extracurricular Program	**DRUMS**	D.R.U.M. is a character education enriched music program in which selected fourth and fifth grade students are taught music in an advanced after school percussion ensemble. The ensemble gives several concerts during the year and goes on one field trip. D.R.U.M. has a motto which infuses character education traits into music education. D = Discipline – People with self-discipline are stronger. R = Respect – People with self-respect make good decisions. People who respect others make the world a better place. U = Unity – We work together. Say, "we" not "I". M = Music!
School Climate: Extracurricular Program	**Safety Patrols**	Safety Patrols perform such duties as assisting crossing guards, monitoring hallways, and helping bus and car riders. Fourth and fifth grade students are chosen based on outstanding conduct and acceptable grades.
School Climate: Extracurricular Program	**Junior Beta Club**	Junior Beta Club is a nationally recognized organization which promotes academic excellence among students. Qualifications include the student being worthy, moral, and ethical. He/she must also possess a good mentality and credible achievement. The club is open to 5th graders with a GPA of 3.2 or higher. A major focus of the Junior Beta Club is service at home, school, and in the community. Our club travels annually to our state convention and brought home state honors from several competitions.

School Climate: Extracurricular Program	**Environmental Engineers**	Woodland students are motivated and inspired to take care of our environment by observing the work of our school Environmental Engineers. Fourth and fifth grade students are selected by our science lab teacher to collect recycled paper that has been placed in a 'recycle bin."
School Climate: Extracurricular Program	**Battle of the Books**	Battle of the Books Club is a district-wide reading club offered to 4th and 5th grade students. Students must read 10 books from a pre-determined list, attend practice sessions, and compete in a quiz-bowl style tournament. Teams from each school compete against each other in a district finals competition.
School Climate: Mentors	**Woodland Mentors**	Coordinated through Mentor Greenville, our Woodland Mentoring Program has grown to sixty-two mentors who come one day a week to have breakfast or lunch with their mentees. All mentee are trained and have background checks and parental permission is also required for mentees. Most of our mentors are from the local business ScanSource. They also have been involved with Woodland's ADA Walk, Boosterthon, Book Fair, Basketball Games and Boy Scouts. Our mentees have shown improvement in attitudes, attendance, behavior and academic achievement. This very positive relationship will continue for some mentees as their mentor follows them to middle school.

Mission, Vision, and Beliefs

MISSION STATEMENT

The mission of Woodland Elementary School, in cooperation with our families and community, is to develop a safe, positive, student-centered environment while seeking to develop life-long learners who are leaders and productive citizens in today's world.

MOTTO

Lighting the way and changing the world

VISION

WHERE CHILDREN COME FIRST AND EXCELLENCE IS THE WAY OF LIFE

BELIEFS

We believe:

All students can learn and have the right to a quality education.

The purpose of the school is to create life-long learners and productive citizens and leaders.

Education is a partnership between home, school, and community.

School is a place for modeling, developing, and practicing positive character traits.

Children can adapt to rapid technological and societal changes when learning is made relevant.

School should provide a safe, positive, and nurturing environment.

School should address diversity among students both culturally and academically.

Data Analysis and Needs Assessment

PASS Reading
% of Students Scoring Met or Exemplary

Data Source: GCS Accountability and Quality Assurance Department

	2010-11	2011-12	2012-13
■ 3rd Grade	89.7	91.6	92.2
■ 4th Grade	92.1	88.2	86.4
■ 5th Grade	92.2	94.7	90.4
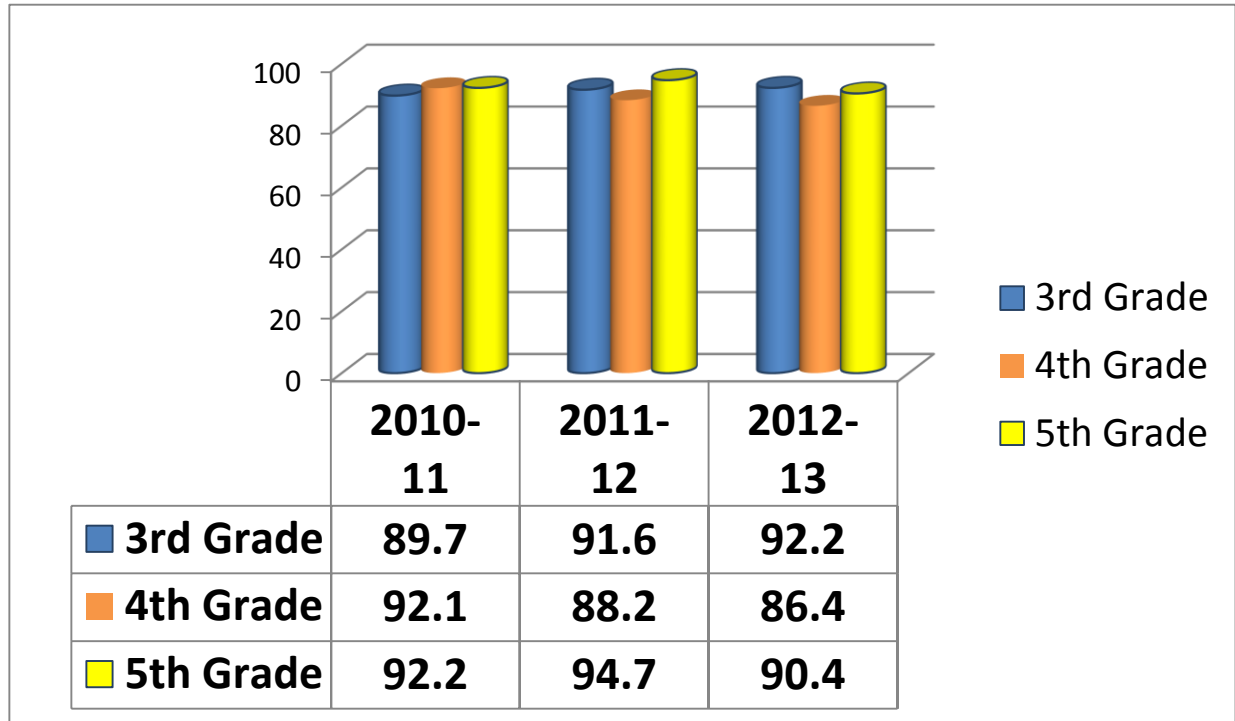
PASS ELA Performance By Group

Group	2011 % of Students Met or Above	2012 Mean Scale Score (630)	2013 Mean Scale Score (635)
All Students	95.7	693.1	689.1
Male	95.2	687.5	681.1
Female	96.1	698	696
White	97	704.3	697.4
African American	85.4	666.2	667.6
Hispanic	95.2	655.4	657.6
Disabled	73.7	640.7	640.6
LEP	93.9	665.3	667.7
Subsidized Meals	90.6	662.1	665.9

Palmetto Assessment of State Standards
ELA Trends

ELA	2010	2011	2012	2013
NOT MET	8.5	8.6	7.5	10.3
MET & EXEMPLARY	91.5	91.4	92.5	89.6

Strengths and Challenges of ELA Domain

Grade	Subject	Strength	Data*	Challenge	Data**
3rd	ELA	Literary text	79%	Informational Text	9.1%
4th	ELA	Researching	64.4%	Informational Text	10.2%
5th	ELA	Building Vocabulary	69.7%	Informational Text	9.1%

*Percentage of students whose performance shows <u>strengths</u> in the domain/standards listed.

**Percentage of students whose performance shows <u>weaknesses</u> and a need for further instruction in the domains/standards listed.

Data Source:
http://ed.sc.gov/data/pass/2012/show_school_pass_scores_standard.cfm?ID=2301099

PASS-Writing

% of STUDENTS SCORING MET OR EXEMPLARY

	2010-11	2011-12	2012-13
3rd Grade			83.8
4th Grade			82
5th Grade	88.4	89.3	83.7
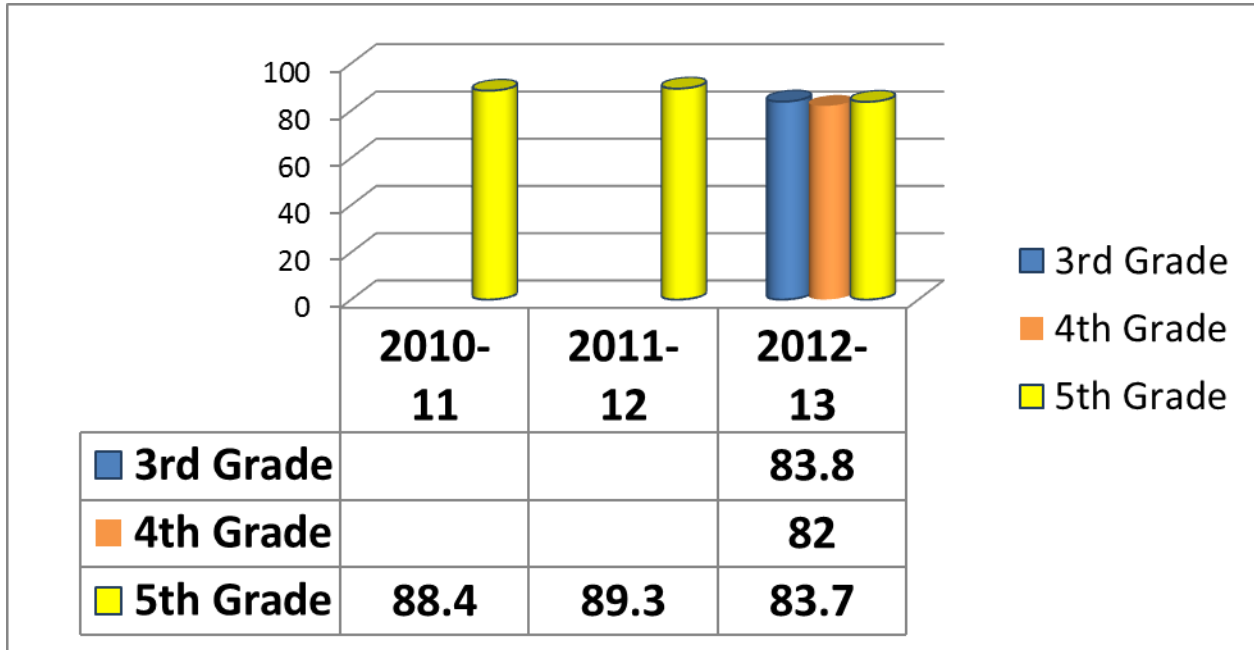
Palmetto Assessment of State Standards

Writing Trends

WRITING	2010	2011	2012	2013
NOT MET	12	11.6	10.7	16.3
MET & EXEMPLARY	88	88.4	89.3	83.1

Strengths and Challenges of Writing Domains

Grade	Subject	Strength	Data*	Challenge	Data**
3rd	Writing	Conventions	60.6%	Conventions	13%
4th	Writing	Content & Development	53.4%	Conventions	17.4%
5th	Writing	Organization	58.7%	Conventions	13.3%

*Percentage of students whose performance shows strengths in the domain/standards listed.

**Percentage of students whose performance shows weaknesses and a need for further instruction in the domains/standards listed.

PASS-Math

% of STUDENTS SCORING MET OR EXEMPLARY

	2010-11	2011-12	2012-13
3rd Grade	83.2	88.4	87.7
4th Grade	95.2	88.7	90.4
5th Grade	91.2	96.5	88
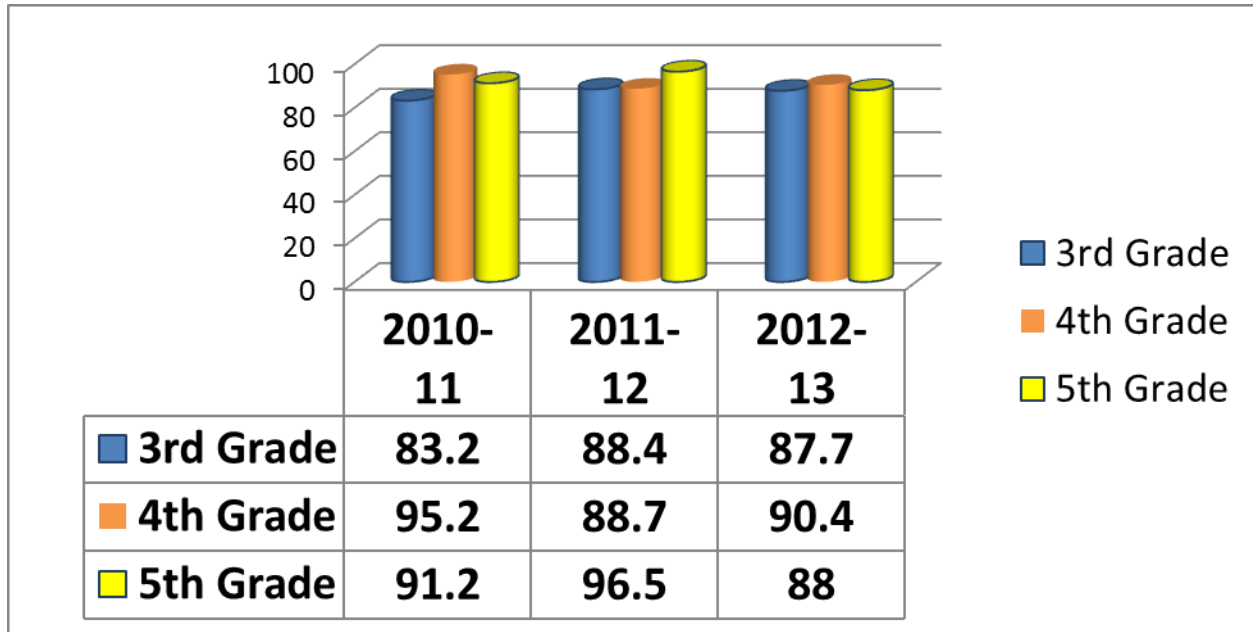
PASS MATH Performance By Group

Group	2011 % of Students Met or Above	2012 Mean Scale Score (630)	2013 Mean Scale Score (635)
All Students	93.6	685.8	685.2
Male	94.4	688.5	682.0
Female	93	683.5	687.9
White	95.9	677.1	694.0
African American	79.2	654.2	651.0
Hispanic	89.3	647.4	653.9
Disabled	66.7	633.2	620.4
LEP	89.9	659.3	669.7
Subsidized Meals	87.8	655	659.2

Palmetto Assessment of State Standard

Math Trends

MATH	2010	2011	2012	2013
NOT MET	10.2	10.3	7.5	11.3
MET & EXEMPLARY	89.8	89.7	92.5	88.7

Strengths and Challenges of Math Domains

MATH	2010	2011	2012	2013
NOT MET	10.2	10.3	7.5	11.3
MET & EXEMPLARY	89.8	89.7	92.5	88.7

*Percentage of students whose performance shows strengths in the domain/standards listed **Percentage of students whose performance shows weaknesses and a need for further instruction in the domains/standards listed.

PASS-Science

% of STUDENTS SCORING MET OR EXEMPLARY

	2010-11	2011-12	2012-13
3rd Grade	83.5	81.9	88.3
4th Grade	89.7	85	87.6
5th Grade	89.5	91.8	83.8
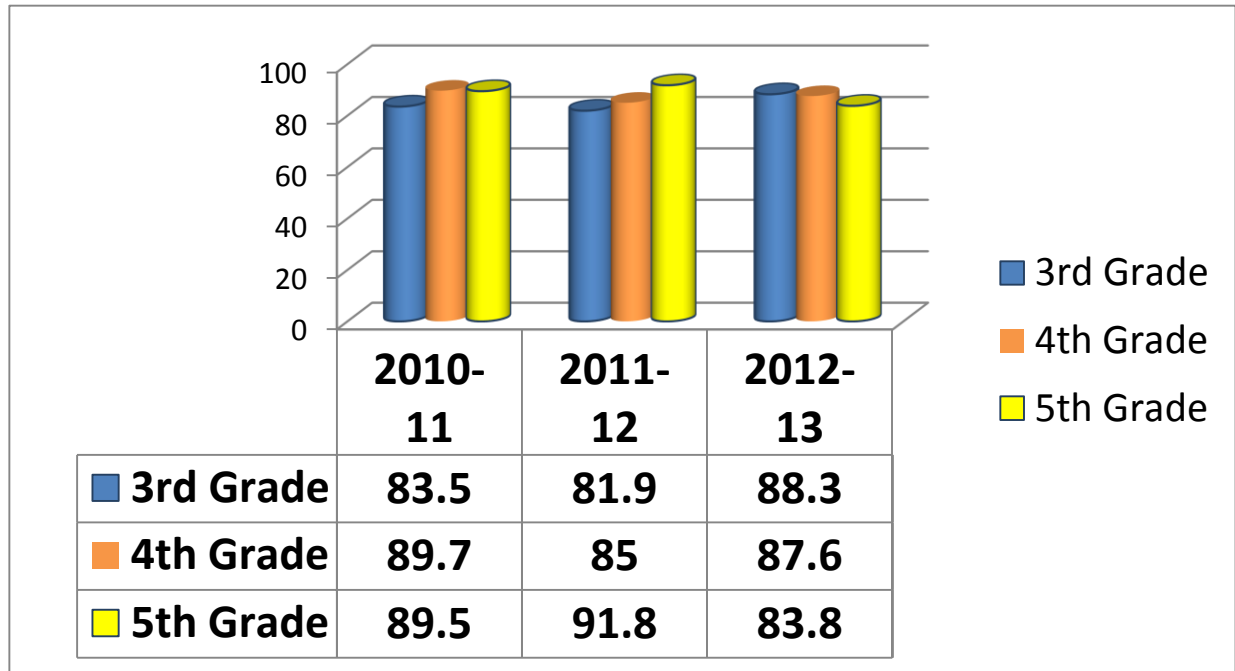
PASS Science Performance By Group	2011 % of Students Met or Above	2012 Mean Scale Score (630)	201 Mean Scale Score (635)
All Students	89.1	654	652.3
Male	92.5	656.8	653.4
Female	85.8	651.4	651.5
White	90.5	664.7	660.7
African American	85.7	629.7	627.4
Hispanic	77.3	614.5	621.1
Disabled	57.6	608	604.8
LEP	78.9	627	635.8
Subsidized Meals	77	625.2	631.8

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Palmetto Assessment of State Standards

Science Trends

SCIENCE	2010	2011	2012	2013
NOT MET	16.1	12.4	12.5	13.4
MET & EXEMPLARY	83.9	87.6	87.5	86.6

Strengths and Challenges of Science Domains

Grade	Subject	Strength	Data*	Challenge	Data**
3rd	Science	Heat & Changes in Matter	61.3%	Habitats & Adaptions	12.6%
4th	Science	Astronomy	50%	Properties of Light & Electricity	13.5%
5th	Science	Landforms & Oceans	56.6%	Scientific Inquiry	19.2%

*Percentage of students whose performance shows <u>strengths</u> in the domain/standards listed.

**Percentage of students whose performance shows <u>weaknesses</u> and a need for further instruction in the domains/standards listed

PASS-Social Studies

% of STUDENTS SCORING MET OR EXEMPLARY

	2010-11	2011-12	2012-13
3rd Grade	89.9	91.7	93.6
4th Grade	91.5	90.6	86.5
5th Grade	83	91.8	87.1
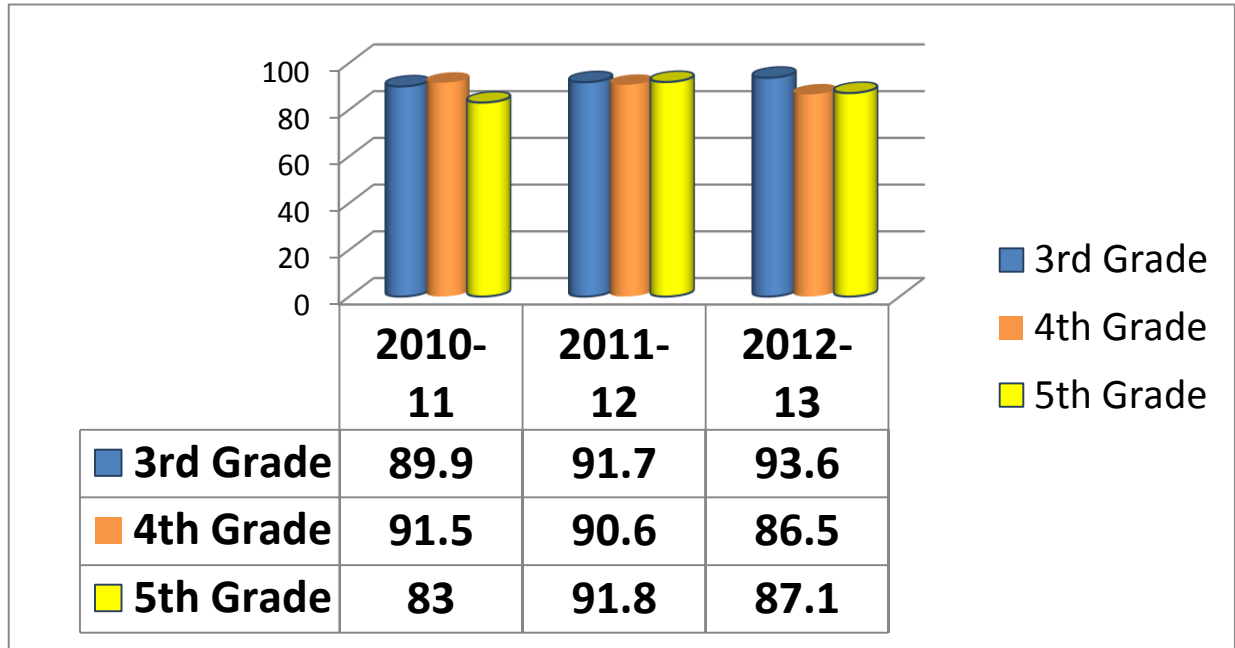
PASS Social Studies By Group	2011 % of Students Met or Above	2012 Mean Scale Score (630)	2013 Mean Scale Score (635)
All Students	90.4	674.2	672.7
Male	92.9	677.8	673.6
Female	88.4	671.4	671.9
White	93.2	681.5	680.8
African American	80	645.8	655.7
Hispanic	82	646.2	640.5
Disabled	55	626.1	626.9
Limited English Proficient	83.3	660.9	653.3
Subsidized Meals	80.2	650.3	649.7

Palmetto Assessment of State Standards
Social Studies Trends

SOCIAL STUDIES	2010	2011	2012	2013
NOT MET	9	11.9	7.1	10.9
MET & EXEMPLARY	91	88.1	92.9	89.1

Strengths and Challenges of Social Studies Domains

Grade	Subject	Strength	Data*	Challenge	Data**
3rd	Social Studies	Late 19th, 20th Century	84.4%	American Revolution& New Nation	9.2%
4th	Social Studies	A New Nation Civil War	65.7% 65.2%	Civil War	12.9%
5th	Social Studies	Developments Since 1989	63.4%	The U.S. As A World Power	10.9%

*Percentage of students whose performance shows <u>strengths</u> in the domain/standards listed.

**Percentage of students whose performance shows <u>weaknesses</u> and a need for further instruction in the domains/standards listed.

2008-2011 NCLB

Federal Accountability System

Year	Absolute Rating	Growth Rating	Student Achievement Award	Closing the Gap Award	AYP Status
2011	Excellent	Excellent	Palmetto Gold	Palmetto Silver	Not Met
2010	Excellent	Excellent	Palmetto Gold	Palmetto Silver	Met
2009	Excellent	Good	Palmetto Gold	Palmetto Silver	Met
2008	Good	Below Average	N/A	N/A	Not Met

2012 ESEA Federal Accountability System

Year	Overall Weighted Points	Overall Grade Conversion	Student Achievement Award	Closing the Gap Award
2012	97.2	A	Palmetto Gold	Palmetto Gold
2013	94.2	A	Palmetto Gold	Palmetto Silver
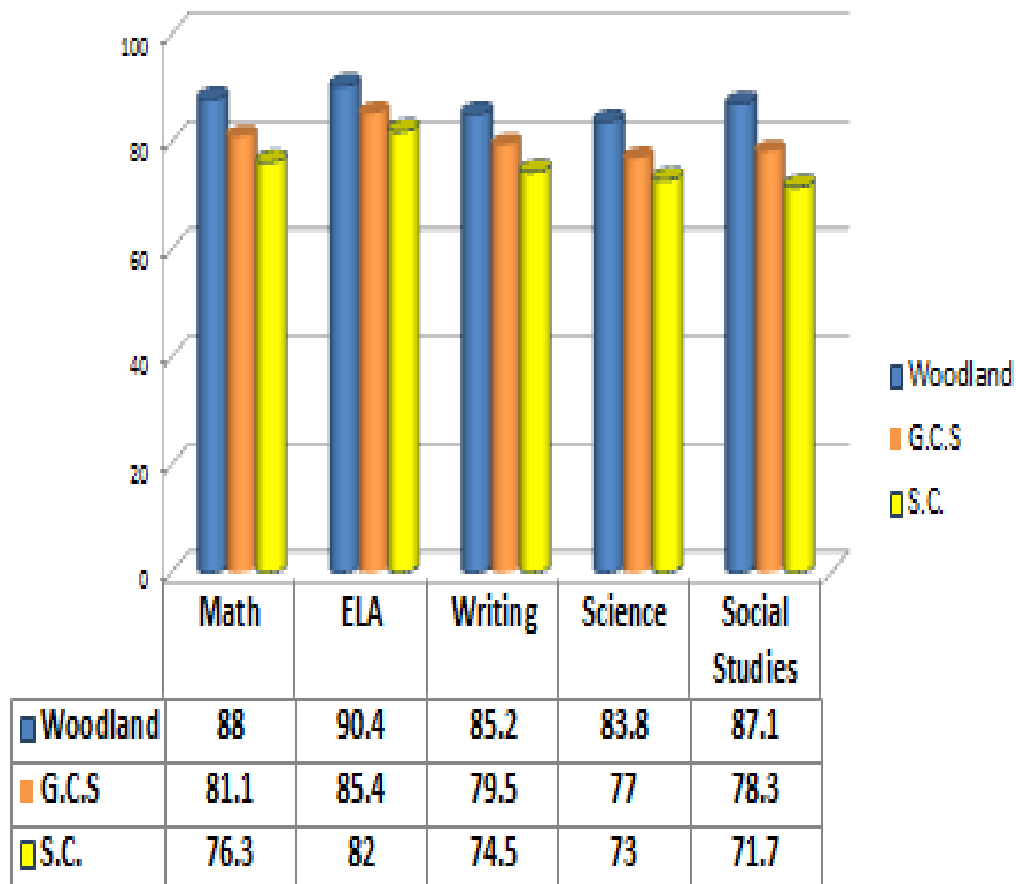
	Math	ELA	Writing	Science	Social Studies
Woodland	88	90.4	85.2	83.8	87.1
G.C.S	81.1	85.4	79.5	77	78.3
S.C.	76.3	82	74.5	73	71.7

PASS 2013
COMPARATIVE DATA GRADE 5

	Math	ELA	Writing	Science	Social Studies
Woodland	90.5	86.5	82	87.6	86.5
G.C.S	83.5	83.3	78.5	78.9	85.3
S.C.	79.8	79	74.4	73.1	81.8

PASS 2013
COMPARATIVE DATA GRADE 4

	Math	ELA	Writing	Science	Social Studies
Woodland	87.7	92.2	83.8	88.3	93.6
G.C.S	75.4	86.1	75.9	72.8	83.5
S.C.	69.8	82.9	70.3	67.8	79.8
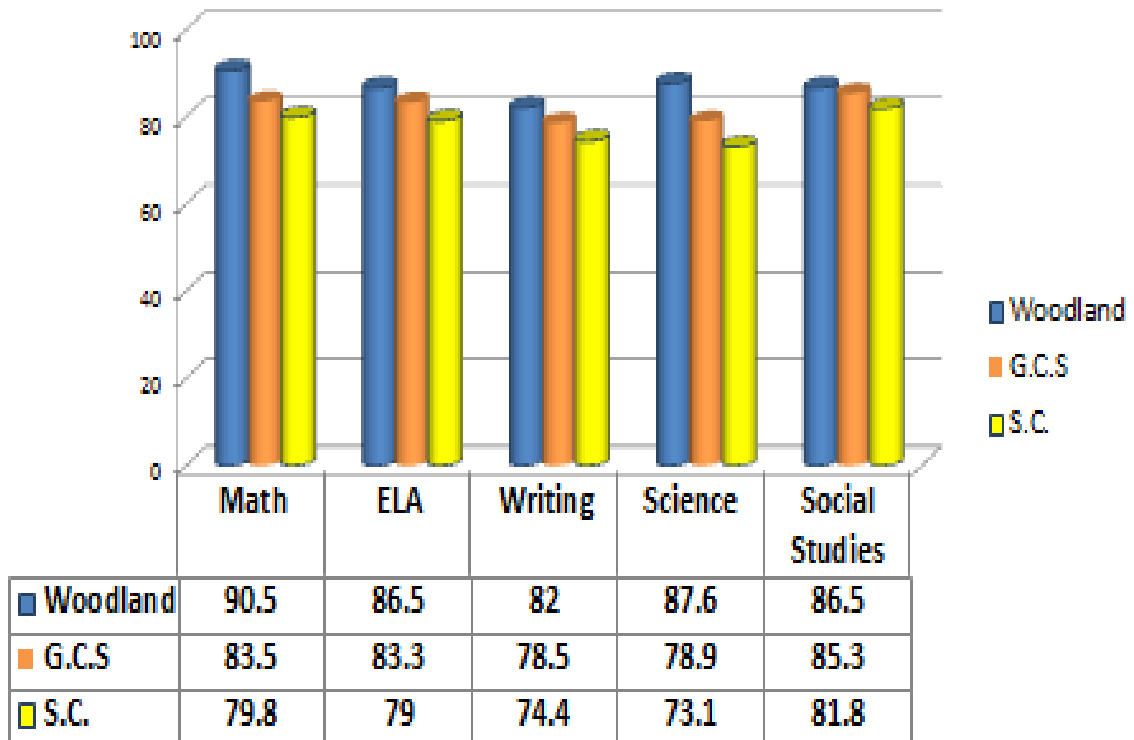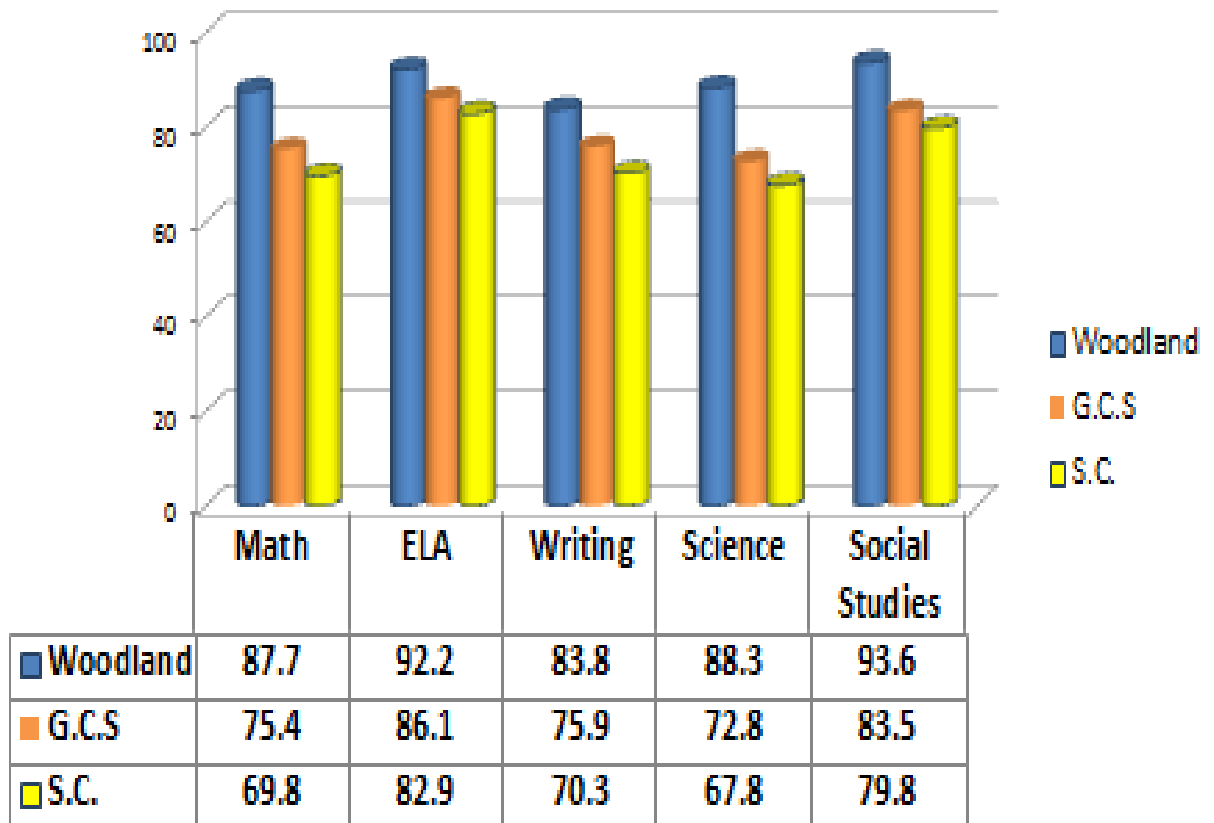
PASS 2013
COMPARATIVE DATA GRADE 3

Woodland Elementary
Action Plan
2013-2018

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 89.3% in 2012 to 94.3% in 2018.

ANNUAL OBJECTIVE: Annually increase by 1 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	90.3	91.3	92.3	93.3	94.3
School Actual	89.3	83.8					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.8					

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores. Information is subject to change.
Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) at 92.5% in 2012 and remain at least 92.5% through 2018.

ANNUAL OBJECTIVE: Maintain students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) at 92.5%.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	92.5	92.5	92.5	92.5	92.5
School Actual	92.5	89.6					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	693.1	689.1					
Male	687.5	681.1					
Female	698.0	696.0					
White	704.3	697.4					
African-American	666.2	667.6					
Asian/Pacific Islander	N/A	n/a					
Hispanic	655.4	657.6					
American Indian/Alaskan	N/A	n/a					
Disabled	640.7	640.6					
Limited English Proficient	665.3	667.7					
Subsidized Meals	662.1	665.9					

ELA - District - Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1	672					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.6					
African-American	644.4	648.3					
Asian/Pacific Islander	696.1	697.5					
Hispanic	650.8	653.4					
American Indian/Alaskan	688.2	677.3					
Disabled	614.9	618.2					
Limited English Proficient	654.9	657.2					
Subsidized Meals	649.2	652.5					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) at 92.5 % in 2012 to 92.5% in 2018.

ANNUAL OBJECTIVE: Maintain the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	92.5	92.5	92.5	92.5	92.5
School Actual	92.5	88.7					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	688.5	685.2					
Male	683.5	682.o					
Female	697.1	687.9					
White	654.2	694.0					
African-American	N/A	651.0					
Asian/Pacific Islander	647.4	n/a					
Hispanic	N/A	653.9					
American Indian/Alaskan	633.2	n/a					
Disabled	659.3	620.4					
Limited English Proficient	655.0	669.7					
Subsidized Meals	685.8	659.2					

Math - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.8	664.0					
Male	665.3	663.6					
Female	664.3	664.4					
White	677.8	677.3					
African-American	636.8	634.5					
Asian/Pacific Islander	703.1	701.1					
Hispanic	649.0	650.6					
American Indian/Alaskan	668.4	674.4					
Disabled	607.9	606.9					
Limited English Proficient	656.1	657.6					
Subsidized Meals	643.6	643.0					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

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

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	99.8					
Male	100.0	99.7					
Female	100.0	100.0					
White	100.0	100.0					
African-American	100.0	100.0					
Asian/Pacific Islander	100.0	100.0					
Hispanic	100.0	99.0					
American Indian/Alaskan	N/A	n/a					
Disabled	100.0	100.0					
Limited English Proficient	100.0	99.1					
Subsidized Meals	100.0	99.5					

% Tested ELA – District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	99.9					
Male	99.9	99.9					
Female	99.9	100.0					
White	99.9	100.0					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100.0					
Hispanic	99.9	99.8					
American Indian/Alaskan	100.0	100.0					
Disabled	99.2	99.6					
Limited English Proficient	99.8	99.8					
Subsidized Meals	99.8	99.9					

% Tested Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0					
Male	100.0	100.0					
Female	100.0	100.0					
White	100.0	100.0					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	100.0					

	Baseline 2011-12	Planning Year 2012-13					
Hispanic	100.0	100.0					
American Indian/Alaskan	N/A	n/a					
Disabled	100.0	100.0					
Limited English Proficient	100.0	100.0					
Subsidized Meals	100.0	100.0					

% Tested Math – District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100.0	100.0					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/Alaskan	100.0	100.0					
Disabled	99.8	99.7					
Limited English Proficient	99.9	100.0					
Subsidized Meals	99.9	100.0					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 87.5% in 2012 to 92.5% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	88.5	89.5	90.5	91.5	92.5
School Actual	87.5	86.6					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	654.0	652.3					
Male	656.8	653.4					
Female	651.4	651.5					
White	664.7	660.7					
African-American	629.7	627.4					
Asian/Pacific Islander	N/A	n/a					
Hispanic	614.5	621.1					
American Indian/Alaskan	N/A	n/a					
Disabled	608.0	604.8					
Limited English Proficient	627.0	635.8					
Subsidized Meals	625.2	631.8					

Science - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	632.8	633.0					
Male	633.7	633.6					
Female	631.8	632.4					
White	645.2	646.2					
African-American	607.3	606.2					
Asian/Pacific Islander	655.9	660.5					
Hispanic	617.0	616.2					
American Indian/Alaskan	640.3	644.0					
Disabled	585.9	587.2					
Limited English Proficient	620.7	620.9					
Subsidized Meals	614.1	613.8					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) at 92.8% in 2012 to 92.8% in 2018.

ANNUAL OBJECTIVE: Maintain annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.8	92.8	92.8	92.8	92.8
School Actual	92.8	89.1					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

FIVE YEAR PERFORMANCE GOAL: By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

ANNUAL OBJECTIVE: Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

Social Studies – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	674.2	672.7					
Male	677.8	673.6					
Female	671.4	671.9					
White	681.5	680.8					
African-American	645.8	655.7					
Asian/Pacific Islander	N/A	n/a					
Hispanic	646.2	640.5					
American Indian/Alaskan	N/A	n/a					
Disabled	626.1	626.9					
Limited English Proficient	660.9	653.7					
Subsidized Meals	650.3	649.7					

Social Studies - District Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	649.2	655.6					
Male	651.8	658.3					
Female	646.6	652.6					
White	661.3	667.6					
African-American	626.1	631.1					
Asian/Pacific Islander	676.9	683.5					
Hispanic	632.8	640.0					
American Indian/Alaskan	655.8	660.8					
Disabled	605.3	611.2					
Limited English Proficient	637.7	644.9					
Subsidized Meals	629.0	635.6					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	71st %tile	72nd %tile	68th %tile				
Mathematics Concepts Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	60th %tile	58th %tile	53rd %tile				
Mathematics Problems Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	64th %tile	62nd %tile	56th %tile				

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Reading Comprehension Actual	67th %tile	66th %tile	67th %tile				
Mathematics Concepts Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Concepts Actual	52nd %tile	50th %tile	49th %tile				
Mathematics Problems Projected			50th %tile	50th %tile	50th %tile	50th %tile	50th %tile
Mathematics Problems Actual	58th %tile	55th %tile	57th %tile				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Continue to integrate Common Core standards across the school curriculum	Fall 2013-Spring 2018	Administration Teachers	$5,000	District Local Funds	Teacher lesson plans, teacher anecdotal notes, running records, formative and summative assessments, observations by coach and administrators
Continue to utilize the Rubicon Atlas for curriculum maps and standards in order to implement subject area strategies and track progress with common assessments	Fall 2013-Spring 2018	Administration Teachers	None		Lesson Plans, Observations
Continue the implementation of the Response to Intervention Model in Tier 2	Fall 2013-Spring 2018	Administrators Interventionists K5 Teachers Instructional	$4,000	District Kits	AIMSweb, MAP, PASS data; interventionist lesson plans, observations by

		Coach			administrative Team And District Consultant
a)ERI in K5 b) Soar Interventionist in first grade c) Soar Interventionist in second grade (when possible)					
Continue implementation of Balanced Literacy by adding small group reading instruction (Tools by Fountas and Pinnell)	Fall 2013-Spring 2016	Teachers Administrators Instructional Coach Heineman Trainers	$10,000	Tools for Literacy Fountas & Pinnell Training District Local	Teacher lesson plans, teacher anecdotal notes, running records, formative and summative assessments, observations by coach and administrators
Continue to provide ESOL small group and specified inclusion instruction by trained teachers	Fall 2013-Spring 2018	ESOL Teachers ESOL Assistants	District Funding	District Funding	Lesson Plans Records of Students Served by the Program Progress Monitoring
Provide before school tutoring for students who are identified as being "Not Met" on the	Fall 2013-Spring 2018	Teachers	No cost	N/A	Attendance Sheets Student Attendance Records

PASS math and reading tests or recommended by their teacher					
Continue to provide teachers with access to appropriate materials, including leveled texts, benchmarking materials, math manipulatives, and science kits to support curriculum standards	Fall 2013-Spring 2018	Administrators Instructional Coach Teachers	$15,000	State Fund District Fund Local Funds	Teacher lesson plans, observations by administrators and coach, materials requests/orders
Continue to implement district recommended programs such as Everyday Calendar Math and Go! Math textbook adoption.	Fall 2013-Spring 2018	Administrators Teachers	Already Purchased State Money	Textbooks State Funds EDCM Local Funds	Classroom observations by administrators and coaches, teacher lesson plans
Students in first through fifth grade participate in the Reflex math facts program to promote automaticity in basic math facts.	Fall 2013-Spring 2018	Teachers, Instructional Coach	$3800	Local Fund	Monthly Reports

Writing					
Continue to implement best practices in Writing Workshop by utilizing "6 + 1" Writing Traits, writing rubrics and writing exemplars	Fall 2013- Spring 2018	Administrators Instructional Coach Teachers	No cost	N/A	Professional development meeting agendas, teacher lesson plans, observations by administrators and coach
Continue to use student writing portfolios	Fall 2013- Spring 2018	Teachers	To Be Determined	Local Funds	Classroom observations by administrators and coaches, teacher lesson plans
Continue implementation of Principal's Pick for "Wall of Fame " Writing	Fall 2013- Spring 2018	All Teachers, Writing Committee and Administration	$50.00 for stickers, awards	Local Funds	Observation List of winners
Continue to use Writing Vertical Curriculum Teams to coordinate writing program, research current programs and maintain continuity of writing process across grade	Spring 2014- Spring 2018	Grade Level Representatives And Administration	$1,000.00 For Lucy Caulkins' materials	Local Funds	Meeting Minutes, Lesson Plans

levels

Increase use of "Parent Teas" in order to present more student writing	Fall 2013-Spring 2018	All Teachers and Administrators	$200.00 for refreshments	Local Funds	Parent Sign in
Investigate providing a Kindergarten Jump Start Program for selected rising kindergarten students to attend school and take home materials to improve readiness skills	2013-2014	Administrators Instructional Coach K5 Teacher K5 Assistant	$5,000	Local Funds	Attendance Logs Parent Surveys
Science:					
Integrate literacy and writing skills into the science curriculum	Fall 2013-Spring 2018	Administrative Team, Teachers	No cost	N/A	Teacher lesson plans, classroom observation
Investigate the employment of a science lab instructor to work with students in grades 3-5	Fall 2013-Spring 2018	Administrative Team	$20,000.	Local Funds	Position filled
Provide funding for items needed for hands-on science experiments	Fall 2013-Spring 2018	Administrative Team	$5,000.	Local/ PTA Funds	Copy of order form

Investigate use of on-site and virtual field trips for science	Fall 2013-Spring 2018	Grade Levels	$1,500.	Local Funds, Student Fees	Attendance forms, Schedule of visits
Increase use of informational science texts in small groups and whole class	Fall 2013-Spring 2018	Teachers	$5,000.	District Local Funds	Inventory of books
Social Studies					
Integrate literacy and writing skills into the social studies curriculum	Fall 2013-Spring 2018	Administrative Team, Teachers	No cost	N/A	Teacher lesson plans, classroom observation
Investigate use of on-site and virtual field trips for social studies	Fall 2013-Spring 2018	Grade Levels	$1,500.	Local Funds, Student Fees	Attendance forms, Schedule of visits
Increase use of informational social studies texts in small groups and whole class	Fall 2013-Spring 2018	Teachers	$5,000.	District Local Funds	Inventory of books

Continue to integrate the use of technology (Promethean Boards, ActivExpressions, HUE cameras, Flip cameras)	Fall 2013-Spring 2018	Administrators Instructional Coach Teachers	$4500-New Promethean Board iPad Cart-$17,000	Local Funds	Teacher lesson plans, observations from administrators and instructional coach
Continue building teacher technology skills by providing iPads for all teachers and providing training for teachers	2013-2014	Administration	$30,000.00	Local Funds	Teacher lesson plans, Observations

Continue to analyze achievement data gathered from PASS, MAP, ITBS and other benchmark and common assessments to identify and determine appropriate instructional strategies for improvement	Fall 2013-Spring 2018	Administrators Instructional Coaches Teachers	None		Incremental Progress Data, Professional Development Records, meeting agendas, teacher lesson plans
Investigate strategies to improve attendance for PASS testing a) parent and student awareness of importance of testing b)advance publicity about dates of testing	Fall 2013-Spring 2018	Administrators Instructional Coaches Teachers PTA Board SIC	None		Percentage of students tested

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of Woodland classroom teachers and administrators will participate in training for Balanced Literacy and Common Core State Standards during 2013-2018.

ANNUAL OBJECTIVE: Woodland will conduct a series of trainings for Balanced Literacy and Common Core State Standards during 2013-14, 2014-15 and 2015-16.

DATA SOURCE(S): In-service sign in records, Observation Records

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100%				
Actual	0	0	100%	100%	100%	100%	100%

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide year 1 training for staff in implementation of Fountas and Pinnell Guided Reading Groups	June 2013- May 2014	Heinemann Trainer Administration	$10,000	District	Sign in
Utilize Fountas and Pinnell training in classrooms	June 2013- May 2018	Administration Teachers	$5,000	Local District	Lesson Plans Observation Records Assessment Records
Provide year 2 training for staff in implementation of Fountas and Pinnell Guided Reading Groups	June 2014- May 2015	Heinemann Trainer Administration	$5,000	District	Sign in
Provide year 3 training for staff in implementation of Fountas and Pinnell Guided Reading Groups	June 2015- May 2016	Heinemann Trainer Administration	$5,000	District	Sign in
Provide CCSS training	June	Teachers	$1,500	Local	Sign in

during meetings with Instructional Coach	2013-May 2014	Instructional Coach			Lesson Plans Observation Records Assessment Records

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.2	96.8					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 91.3% in 2012 to 96.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	92.3	93.3	94.3	95.3	96.3
School Actual	91.3	90.8					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who are satisfied with the learning environment at 96.7% in 2012 to 96.7% in 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	96.7	96.7	96.7	96.7	96.7
School Actual	96.7	91.0					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7					

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain percentage point(s) annually of teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	100	100	100	100	100
School Actual	100	98.5					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who indicate that their child feels safe at school at 99% in 2012 to 99% in 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the 99 percentage point(s) annually of parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	99%	99%	99%	99%	99%
School Actual	99	98					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8					

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

2012 was before Sandy Hook Elementary shootings

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who feel safe at school during the school day at 97% in 2012 to 97% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 97 percentage point(s) annually of students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97%	97%	97%	97%	97%
School Actual	97%	97.9					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at 100% in 2012 to 100% in 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain 100 percentage point(s) annually of teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	100%	100%	100%	100%	100%
School Actual	100%	100					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Maintain high student attendance records a) Bulletin Board of Perfect Attendance	Fall 2013- Spring 2018	Administrators Teachers PTA	$300	PTA Funds	School Reports State School Report Card
Research and identify successful strategies to improve attendance and decrease tardies for students	Fall 2013- Spring 2018	Administrators PAWS (Faculty Council)	$300	Local	School Reports State School Report Card

Investigate ways of improving communication with parents in order to ensure parent and student understanding of school processes
  a) "Parent Friendly" interpretation of test results
  b) Ensure translations for non-English speakers through
	Fall 2013- Spring 2018	Administrators
		
		Teachers
		
		Instructional Coach
			$5,000	Local Funds	Parent Survey School Report Card

"Buddy System" c) Purchase of "Talk and Listen" speaker System d) Implement full use of electronic sign to better publicize testing dates and activities for students e) Investigate creation of Radio Show for parents in car line f) Continue school tours for prospective parents g) Implement school tours for new students led by student leaders					
Continue to promote parent, student and staff awareness of School and District Safety Plan a) Continue Community Meeting	Fall 2013-Spring 2018	Administrators Teachers	None	N/A	Parent Survey Report Card

with local Police Officers b) Continue to inform parents of safety changes and procedures in our building c) Review School Safety Plan and provide refresher training for Staff and students				

Woodland Elementary School
Professional Development/ Meeting Calendar
2013-2014

Date	Topic	Responsible Party	# of points	Strategic Plan Goal #
Wednesday, June 26, 2013 9:00-3:00	Implementing Balanced Literacy: Fountas and Pinnell Primary K5-2nd Grades	Laurie Baker, Heinemann Consultant	7	Goal 1,2
Thursday, June 26, 2013 9:00-3:00	Implementing Balanced Literacy: Fountas and Pinnell Intermediate Grades: 3-5th	Laurie Baker, Heinemann Consultant	7	Goal 1,2
Wednesday, August 14, 2013 8:30-11:30	Understanding School Processes; Overview of CATCH	Leadership Committee; Administrative Team; Parker and Rodriguez	3	Goal 1,2
Thursday, August 15, 2013 TBA	Building Teacher Leaders	Morgan Lee	3	Goal 2
Thursday, August 16, 2013	New Teacher/ Annual Teachers Orientation	Louise Gillespie	1	Goal 2

Tuesday, August 20, 2013 8:30	Epi Pen Inservice	Mandy Lowry		
Wednesday, August 21, 2013	Power Teacher Set-Up; Examining PASS Data	Karen McClain; Administrative Team	1	Goal 1,2
Wednesday, August 28, 2013	Strategies to Improve MAP Achievement: Data Training	Louise Gillespie	1	Goal 1,2
Wednesday, September 4, 2013 8:30-11:30	1) Understanding the Referral Process: A Team ROCKS; 2) PAS T , Goals and Portfolio-The Woodland Way	1)Ann Davis, School Psychologist; 2)Administrative Team	1	Goal 1,2
Thursday, September 5, 2013	Mentoring New Teachers and Annual Teachers	Louise Gillespie	1	Goal 2
Tuesday, September 10, 2013	Vertical Curriculum Teams Chairs and Co- Chairs: Planning	Administrative Team		
Wednesday, September 11, 2013	Vertical Curriculum Teams: Goals and Planning for 2013-14	Vertical Team Chairs		
Thursday, September 12, 2013	Grade Level Meeting with Instructional Coach: The Core Six	Louise Gillespie	1	Goal 1,2
Wednesday, September 25, 2013 8:00- 11:00- K5-2nd 11:45-2:45- 3rd -5th	Implementing Balanced Literacy: Fountas and Pinnell	Laurie Baker, Heinemann Consultant	3	Goal 1,2
Wednesday,	Vertical Teams:			Goal 1,2

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September 25, 2013	3:10-3:40: K5- 1st, 2nd- 3rd, 4th-5th 3:45-4:15: 1st-2nd, 3rd-4th			
Thursday, September 26, 2013 during Grade Level Planning	Incremental Progress	Administrative Teams		
Wednesday, Oct. 2, 2013 3:10-4:10	Technology Training: Edmodo	Lisa Allred	1	Goal 1,2
Thursday, Oct. 9, 2013	Interpretation of MAP Results, Common Core	Louise Gillespie	1	Goal 1,2
Thursday, Oct. 10, 2013 Grade Levels	PD with IC: The Core Six	Louise Gillespie	1	Goal 1,2
Monday, October 14, 2013 3:00-3:45	Vertical Curriculum Team Chairs and Co-Chairs	Administrative Team		
Wednesday, October 16, 2013 8:00- 11:00- K5-2nd 11:45-2:45- 3rd -5th	Implementing Balanced Literacy: Fountas and Pinnell	Laurie Baker, Heinemann Consultant	3	Goal 1,2
Wednesday, October 16, 2013 3:00-3:45	Vertical Curriculum Teams	Team Chairpersons		Goal 1,2
Wednesday, October 23, 2013 3:00-3:45	AdvancED Overview	Administrative Team		
Wednesday, October 30, 2013	CogAT/ITBS Training Grade 2	Elizabeth All, Sharon Kirton		

3:00-4:00				
Thursday, Oct. 31, 2013 Grade Levels	Incremental Progress	Administrative Team		
Wednesday, November 6, 2013 3:00-3:30	Faculty Meeting: Teacher Sharing, ESEA Information	Louise Gillespie	1	Goal 1,2
Wednesday, November 13, 2013 3:00-3:45	Vertical Curriculum Teams	Team Chairpersons		Goal 1,2
Wednesday, November 14, 2013 8:00- 11:00- K5-2nd 11:45-2:45- 3rd -5th	Implementing Balanced Literacy: Fountas and Pinnell	Laurie Baker, Heinemann Consultant	3	Goal 1,2
Thursday, November 14, 2013 Grade Levels	Grade Level Strategy Session w/ Instructional Coach *2nd-5th Look at Data (PASS, MAP, Grades), Identify strategies K-1: Data Meeting	Administrative Team	1	Goal 1,2
Wednesday, December 4, 2013 3:10-4:10	Faculty Meeting	Administrative Team		
Wednesday, January 8, 2014 3:10-4:10	Faculty Meeting	Administrative Team		
Wednesday, January 15, 2014 3:10-4:10	Faculty Meeting	Administrative Team		
Thursday,	PD with IC: The Core Six	Louise Gillespie, IC	1	Goal 1,2

January 16, 2014 Grade Levels				
Wednesday, January 22, 2014 3:10-3:55	Vertical Curriculum Teams	Team Chairpersons		
Thursday, January 23, 2014 Grade Levels	Incremental Progress	Administrative Team	2	Goal 1,2
Wednesday, January 23, 2014 Classroom Observations	Implementing Balanced Literacy: Fountas and Pinnell	Laurie Baker, Heinemann Consultant	3	Goal 1,2
Thursday, January 30, 2014 K5-2nd Grade	RTI Leadership	Administrative Team Grades K5-2nd Grade		Goal 1,2
Wednesday, January 29, 2014 3:10-3:40	Boosterthon Teacher Kick-Off	PTA		
Wednesday, February 5, 2014 3:10-4:10	Faculty Meeting	Administrative Team		
Thursday, February 6, 2014 Grade Levels	PD with IC: The Core Six	Louise Gillespie, IC	1	Goal 1,2
Wednesday, February 12, 2014 3:00-3:30	Faculty Meeting	Administrative Team		
Wednesday, February 19, 2014 3:10-3:55	Vertical Curriculum Teams	Team Chairpersons		
Thursday, February 20, 2014	Incremental Progress	Administrative Team		

Grade Levels				
Wednesday, February 25, 2014 Grade Level Meetings	Implementing Balanced Literacy: Fountas and Pinnell	Laurie Baker, Heinemann Consultant	3	Goal 1,2
Wednesday, February 26, 2014 3:00-5:00	Professional Development: Common Core	Louise Gillespie	1	Goal 1,2
Wednesday, March 5, 2014 3:10-4:10	Faculty Meeting	Administrative Team		
Wednesday, March 12, 2014 3:10-4:10	Faculty Meeting	Administrative Team		
Thursday, March 13, 2014 Grade Levels	PD with IC: The Core Six	Louise Gillespie, IC	1	Goal 1,2
Wednesday, March 19, 2014 3:00-3:55	Vertical Curriculum Teams	Team Chairpersons		Goal 1,2
Wednesday, March 26, 2014 3:10-4:10	Professional Development: Common Core	Louise Gillespie	1	Goal 1,2
Thursday, March 27, 2014 K5-2nd Grade	RTI Leadership	Administrative Team Grades K5-2nd Grade		Goal 1,2
Wednesday, April 2, 2014 3:10-4:10	Faculty Meeting	Administrative Team		
Wednesday,	Faculty Meeting	Administrative Team		

April 9, 2014 3:10-4:10				
Thursday, April 10, 2014 Grade Levels	Incremental Progress: Data Meetings*Based on results, how do we best prepare for PASS?	Administrative Team	1	Goal 1,2
Wednesday, April 23, 2014 3:10-3:55	Vertical Curriculum Teams	Team Chairpersons		
Wednesday, May 7, 2014 3:10-3:55	Faculty Meeting	Administrative Team		
Wednesday, May 21, 2014 3:10-3:55	Vertical Curriculum Teams	Team Chairpersons		

Appendix

2012-13 School Report Card

https://ed.sc.gov/data/report-cards/2013/elem/c/e2301099.pdf

2012 ESEA Federal Accountability System

http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301099