

SCHOOL RENEWAL PLANS  
COVER PAGE (Required)

School Name Woodfields School Telephone 941-5540

School Address 1032 Emerald Road  
Greenwood, SC 29646

District Contact \_\_\_\_\_ Telephone \_\_\_\_\_

E-mail \_\_\_\_\_

**Assurances**

The school renewal plan, or annual update of the school renewal plan, includes components 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.

**Required Printed Names and Signatures**

***Chairperson, Board of Trustees***

Printed Name	Signature	Date
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***Superintendent***

Printed Name	Signature	Date
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***School Principal***

<u>Mona Borland</u> Printed Name	Signature	Date
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***Chairperson, School Improvement Council***

<u>Rashida Patten</u> Printed Name	Signature	Date
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## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

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

	<b>Position</b>	<b>Name</b>
1.	<b>Principal</b>	<u><b>Pearly Milton, Interim Administrator</b></u>
2.	<b>Teacher</b>	<u><b>Myrna Arnold</b></u>
3.	<b>Parent/Guardian</b>	<u><b>Tammy Sampson</b></u>
4.	<b>Community Member</b>	<u><b>Betty Boles</b></u>
5.	<b>School Improvement Council</b>	<u><b>Rashida Patten</b></u>
6.	<b>Others*</b> (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<b>Position</b>	<b>Name</b>
<u><b>Instructional Specialist</b></u>	<u><b>Patti Scarborough</b></u>
<u><b>Title One</b></u>	<u><b>Patricia Buis</b></u>
<u><b>Interventionist</b></u>	<u><b>Elizabeth Arnold</b></u>
<u><b>ESOL Teacher</b></u>	<u><b>Alla Pollaty</b></u>
<u><b>Teacher</b></u>	<u><b>Leighann Butler</b></u>

- **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 RENEWAL PLANS

### Act 135 Assurances

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

- 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).
- 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).
- 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.
- Staff Development**  
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- Technology**  
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- Innovation**  
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

- Recruitment**  
 The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk” children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): 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.
  
- Collaboration**  
 The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
  
- 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.
  
- Half-Day Child Development**  
 The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
  
- 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.



**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.

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

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Academic Assistance, Grades 4-12

Strategy 1: Utilize Professional Learning Communities to improve academic success

Strategy 2: Ensure effective teaching and learning

Developmental Screening

\*Half-Day Child Development

\*Developmentally Appropriate Curriculum K-3

## **Teacher/Administrator Quality**

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Strategy 1: Increase parent involvement and enhance communication among all stakeholders

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

\* indicates district initiatives

## EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

Woodfields Elementary School executive summary of needs assessment findings are based on the analysis of the following data sources: Palmetto Achievement of State Standards (PASS), Measures of Academic Progress (MAP), Reading Recovery®, Developmental Reading Assessment (DRA), ELA Common Formative Assessments (CFA), annual school report card, and faculty and staff input. The findings identified areas that needed to be strengthened and/or improved. The following areas are addressed in the school's plan: student achievement, teacher quality and school climate.

### Student Achievement:

The ethnicity of students at Woodfields is: 40% African American; 25% Hispanic; 32% white; and 2% other. The poverty level, indicated by the number of students who receive subsidized meals, is 76%. Spring 2009 PASS data indicated specific academic needs among the subgroups tested with African American and Hispanic students performing lower than white students in the areas tested. As the bar for students scoring proficient increases, the school recognizes the need to close the gap among the subgroups. Professional Learning Communities have been established to analyze student test data and effective instructional methods, and to develop activities that engage students in the learning. In addition, PLC's will continue to share effective instructional strategies school-wide, to review different research-based strategies, to monitor student progress and to modify instruction based on student performance.

### Teacher/Administrator Quality:

The Administrative team and faculty will work toward building a strong teaching and learning community by participating in team building activities that focus on "together everyone achieves more". The faculty and administrative team will continue to grow in their knowledge and understanding of the PLC process. The use of incentives to increase teacher attendance will also be explored.

### School Climate:

A researched based positive behavior plan (PBIS) will be implemented school wide. By having clearly defined school-wide behavioral expectations/consequences and by using positive reinforcers to acknowledge appropriate student behavior, office referrals will decrease and more time will be spent on teaching and learning. Strategies to increase parental involvement in school activities are also being developed.

## **MISSION, VISION, VALUES, AND BELIEFS**

### **Mission**

**Woodfields Elementary School, in partnership with home and community, will provide all students with learning opportunities in order that they may achieve their maximum potential as confident, self-directed learners, preparing them to become responsible citizens.**

### **Vision**

**Woodfields vision is to meet the social, emotional and academic needs of all children by providing academic choices to meet the child's learning modality and interest. This is accomplished by providing a variety of programs including: integrated arts, ACTS magnet program, single-gender and traditional classrooms, drill team, Intervention Assistance and support to the individual child and family.**

### **Beliefs**

- **Student learning is the top priority of our school.**
- **All students can learn.**
- **Each student is a valued individual who deserves respect, encouragement, and a safe, supportive, and challenging environment.**
- **Teachers, administrators, parents, and the community must share the vision for advancing the unique needs of each student (physical, social, emotional, and intellectual).**
- **All students deserve equal access to quality educational opportunities.**
- **Students learn best when they have appropriate opportunities for success.**
- **Students share in the responsibility for their learning.**
- **All students' basic needs should be met daily so that they come to school ready to learn.**
- **The commitment to continuous improvement is imperative.**

**DISTRICT STRATEGIC PLAN FOR Woodfields Elementary School**  
**Performance Goal Area: Professional Learning Communities**

**DATE: May 2010**

Student Achievement       Teacher/Administrator Quality       School Climate (Parent Involvement, Safe and Healthy Schools, etc.)  
 District Priority

**PERFORMANCE GOAL:**  
(desired result of student learning)

By 2015-2016, one-hundred percent of students in grades 3-5 will meet standard on PASS in ELA and Math.

**INTERIM PERFORMANCE GOAL:**

By May 2011, 75.3 % of students in grades 3-5 will meet standard in ELA.  
By May 2011, 74.3% of students in grades 3-5 will meet standard in math.

**DATA SOURCE(S):**

MAP and PASS data

<b>OVERALL MEASURES:</b>	<b>* Average Baseline</b>	<b>2011*</b>	<b>2012*</b>	<b>2013*</b>	<b>2014*</b>	<b>2015*</b>	<b>2016*</b>
ELA :	70.4%	75.3%	80.2%	85.1%	90%	94.9%	100%
Math:	69.1%	74.3%	79.5%	84.7%	89.9%	94.8%	100%

\* Represents projections of improvement

<b>ACTION PLAN : Professional Learning Communities</b>					<b>EVALUATION</b>
<b><u>STRATEGY:</u> #1 Utilize Professional Learning Communities to improve academic success</b>	<b><u>Timeline</u> Start/End Date</b>	<b><u>Person</u> <u>Responsible</u></b>	<b><u>Estimated</u> <u>Cost</u></b>	<b><u>Funding</u> <u>Source</u></b>	<b><u>Monitor</u> <u>Completed Yes/No</u></b>
1.1 Analyze common formative assessments	August 2010 – ongoing	Instructional Specialist/ teachers	NA	NA	MAP and PASS data
1.2 Continue to implement research-based instructional strategies to meet student needs	August 2010-ongoing	Administrative Team/teachers	NA	NA	Oncourse lesson plans/classroom observations
1.3 Provide academic support services to students	August 2010-on-going	Administrative Team/teachers	NA	NA	Oncourse lesson plans/MAP and PASS data
1.4 Provide continued professional development in order to grow as PLCs. (book study)	August 2010-on-going	Administrative Team/faculty	\$1000	Title I	Sign-in forms PLA agendas
1.5 Continue with single gender classes in grades 2-5	August 2010-on-going	Administrative Team/ District Office Support/Single gender teachers	Teacher salaries	District Funding	MAP and PASS data

**DISTRICT STRATEGIC PLAN FOR Woodfields Elementary School**  
**Performance Goal Area: Effective Teaching and Learning**

**DATE: May 2010**

X Student Achievement       Teacher/Administrator Quality       School Climate (Parent Involvement, Safe and Healthy Schools, etc.)  
 District Priority

**PERFORMANCE GOAL:**  
(desired result of student learning)      By 2015-2016, the percent of students making gains in MAP ELA and math in grades 2-5 will increase to 95% (reading) and 100% (math).

**INTERIM PERFORMANCE GOAL:**  
By May 2011, the percent of student making gains in MAP ELA will increase by 5%.  
By May 2011, the percent of students making gains in MAP math will increase by 5%.

**DATA SOURCE(S):**      MAP data

<b>OVERALL MEASURES:</b>	<b>* Average Baseline</b>	<b>2011*</b>	<b>2012*</b>	<b>2013*</b>	<b>2014*</b>	<b>2015*</b>	<b>2016*</b>
	Reading: 65%	70%	75%	80%	85%	90%	95%
	Math: 70%	75%	80%	85%	90%	95%	100%

\* Represents projections of improvement

<b>ACTION PLAN : Effective Teaching and Learning</b>					<b>EVALUATION</b>
<b>STRATEGY: #2</b> Ensure that all students are engaged in learning	<b>Timeline</b> <b>Start/End Date</b>	<b>Person</b> <b>Responsible</b>	<b>Estimated</b> <b>Cost</b>	<b>Funding</b> <b>Source</b>	<b>Monitor</b> <b>Completed Yes/No</b>
2.1 Provide professional development that focuses on the learning needs of students and staff	August 2010 – ongoing	Administrative Team	NA	NA	Agendas/sign-in sheets
2.2 Continue with walk-through observations to provide continuous feedback to faculty	August 2010-ongoing	Administrative Team	NA	NA	Observation forms/conference documentation
2.3 Provide mentor to first-year teachers as well as teachers needing additional assistance	August 2010-on-going	Administrative Team	NA	NA	List of Mentors

**DISTRICT STRATEGIC PLAN FOR Woodfields Elementary School**  
**Performance Goal Area: Faculty Attendance**

**DATE: May 2010**

Student Achievement       Teacher/Administrator Quality       School Climate (Parent Involvement, Safe and Healthy Schools, etc.)  
 District Priority

**PERFORMANCE GOAL:**  
(desired result of student learning)      By 2015-2016, teacher attendance will increase to 95% as reported on the Annual School Report Card.

**INTERIM PERFORMANCE GOAL:**      By May 2011, teacher attendance will be 94% as reported on the Annual School Report Card.

**DATA SOURCE(S):**      AESOP data

<b>OVERALL MEASURES:</b>	<b>* Average Baseline</b>	<b>2011*</b>	<b>2012*</b>	<b>2013*</b>	<b>2014*</b>	<b>2015*</b>	<b>2016*</b>
	94%	94%	95%	95%	95%	95%	95%

\* Represents projections of improvement

<b>ACTION PLAN : Faculty Attendance</b>					<b>EVALUATION</b>
<b><u>STRATEGY:</u> #1 Emphasize the importance of faculty attendance</b>	<b><u>Timeline</u> Start/End Date</b>	<b><u>Person</u> <u>Responsible</u></b>	<b><u>Estimated</u> <u>Cost</u></b>	<b><u>Funding</u> <u>Source</u></b>	<b><u>Monitor</u> Completed Yes/No</b>
1.1 Provide incentives for faculty perfect attendance <ul style="list-style-type: none"> <li>Quarterly incentives</li> </ul>	September 2010 – ongoing	Administrative Team	\$600	PTO	List of Award Winners
1.2 Analysis of teacher attendance data	August 2010-ongoing	Administrative Team	NA	NA	Meeting Agenda
1.3 Recognition of perfect attendance for the month	September 2010-ongoing	Administrative Team	NA	NA	Monthly list

**DISTRICT STRATEGIC PLAN FOR Woodfields Elementary School**  
**Performance Goal Area: Reduction of Office Discipline Referrals**

**DATE: May 2010**

Student Achievement etc.)     District Priority     Teacher/Administrator Quality     School Climate (Parent Involvement, Safe and Healthy Schools,

**PERFORMANCE GOAL:**  
 (desired result of student learning)

By 2015-2016, the number of discipline referrals will decrease to <0.5% per month.

**INTERIM PERFORMANCE GOAL:**

By May 2011, the number of discipline referrals will decrease by 0.5% per month.

**DATA SOURCE(S):**

Office discipline forms and monthly discipline data

<b>OVERALL MEASURES:</b>	<b>* Average Baseline</b>	<b>2011*</b>	<b>2012*</b>	<b>2013*</b>	<b>2014*</b>	<b>2015*</b>	<b>2016*</b>
	3%	2.5%	2%	1.5%	1%	0.5%	<0.5%

\* Represents projections of improvement

<b>ACTION PLAN : Reduction of Discipline Referrals</b>					<b>EVALUATION</b>
<b><u>STRATEGY:</u> #1</b> Reduce the number of major discipline referrals	<b><u>Timeline</u></b> <b><u>Start/End Date</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Source</u></b>	<b><u>Monitor</u></b> <b><u>Completed Yes/No</u></b>
1.1 Implement PBIS school-wide <ul style="list-style-type: none"> <li>• Provide faculty and staff with training</li> <li>• Leadership and PBIS Team to meet on a monthly basis</li> </ul>	August 2010-ongoing	Administrative team and PBIS Leadership team	Nominal	Student incentive funds	Meeting minutes
1.2 Imbed Life Skills within the PBIS model	August 2010-ongoing	Faculty and staff	NA	NA	Oncourse lesson plans
1.3 Explore options for a mentor program for at-risk students within the school	August 2010-ongoing	School Counselor/Case Manager	NA	NA	Information and contact sheets/sign-in sheets for mentors
1.4 Expand leadership and recognition opportunities for all students	August 2010-ongoing	School Counselor Administrative Team	NA	NA	Club Roster Documentation of Recognitions

**DISTRICT STRATEGIC PLAN FOR Woodfields Elementary School**  
**Performance Goal Area: Parent Involvement**

**DATE: May 2010**

Student Achievement       Teacher/Administrator Quality      X School Climate (Parent Involvement, Safe and Healthy Schools, etc.)  
 District Priority

<b>PERFORMANCE GOAL:</b> (desired result of student learning)	By 2015-2016, the percent of parents attending conferences, open house, and parent events will increase to 82%.							
<b>INTERIM PERFORMANCE GOAL:</b>	By May 2011, the percent of parents attending conferences, open house, and parent events will increase by 2% to 74%.							
<b>DATA SOURCE(S):</b>	Visitor sign-in, event sign-in sheets (open house, PTO, Parent-Teacher conferences, family nights, birthday lunches, etc.)							
<b>OVERALL MEASURES:</b>	* Average Baseline 70%	<b>2011*</b> 72%	<b>2012*</b> 74%	<b>2013*</b> 76%	<b>2014*</b> 78%	<b>2015*</b> 80%	<b>2016*</b> 82%	
* Represents projections of improvement								

<b>ACTION PLAN : Parent Involvement</b>	<b>EVALUATION</b>
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<b><u>STRATEGY:</u></b> 2 To increase parent involvement and enhance communication among all stakeholders	<b><u>Timeline</u></b> <b><u>Start/End Date</u></b>	<b><u>Person</u></b> <b><u>Responsible</u></b>	<b><u>Estimated</u></b> <b><u>Cost</u></b>	<b><u>Funding</u></b> <b><u>Source</u></b>	<b><u>Monitor</u></b> <b><u>Completed Yes/No</u></b>
2.1 Collaborate with stakeholders to enhance communication of school activities: school web page, phone system, SIC, media outlets, etc.)	August 2010-ongoing	Administrative team, faculty and staff	NA	NA	Samples of communications
2.2 Expand the number of community partnerships	August 2010-ongoing	Administrative Team, SIC, faculty and staff	NA	NA	List of partners
2.3 Continue use of Thursday folders to keep parents informed	August 2010-ongoing	Homeroom teachers	Nominal	School funds	Sample folder along with items sent home
2.4 Continue to offer activities that encourage parental involvement (Birthday lunches, Science Fair, Grits for Grands, Volunteer Program, Book Fair, Donuts for Dads, Math Night, etc.)	August 2010-ongoing	Administrative team, faculty and staff	NA	NA	Sign-in Sheets
Explore ways to strengthen the Parent Teacher Organization	September 2010-May 2011	Administrative Team/faculty and staff	NA	NA	List of suggestions and activities implemented

