

# Chandler Creek Elementary School

“Where Teamwork and Brainpower Make Champions”



## **School Portfolio**

Scope of Strategic Plan: 2013-14 through 2017-18

### **Jane Mills, Principal**

301 Chandler Road ~ Greer, SC 29650

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# Greenville County Schools

Mr. Burke Royster, Superintendent

## SCHOOL RENEWAL PLAN COVER PAGE

### REQUIRED - SCHOOL INFORMATION AND SIGNATURES

**SCHOOL:** Chandler Creek Elementary

**DISTRICT:** Greenville County Schools

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

**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2015-16 (*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

Mrs. Lisa Wells		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

#### SUPERINTENDENT

Mr. W. Burke Royster		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jennifer Jones		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

#### PRINCIPAL

Jane Mills		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 301 Chandler Road  
Greer, SC 29651

SCHOOL NAME: Chandler Creek Elementary

SCHOOL'S TELEPHONE: (864) 355-2400

PRINCIPAL'S E-MAIL ADDRESS: [jrmills@greenville.k12.sc.us](mailto:jrmills@greenville.k12.sc.us)

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
1. PRINCIPAL	Jane Mills
2. TEACHER	Cindy Demko
3. PARENT/GUARDIAN	Ranessa Fernander
4. COMMUNITY MEMBER	Bryan James
5. SCHOOL IMPROVEMENT COUNCIL	Jennifer Jones
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
• Guidance Counselors	Margo Herbert; Alicia Keller
• Attendance Clerk	Mina Sota
• Instructional Coach	Jenny Dehlinger
• Assistant Principals	Jennifer Dodds; Leah Stafford
• Media Specialists	Jennifer Kauffman; Stacie Gardner

**Teachers Involved**

Alana McSharry	Julie Brightwell
Anna Couch	Alise Bibelnicks
Anne Frichtl	April McNeill
Phyllis Posley	Tina Sanders
Elizabeth Stevenson	Carley Reeves
Libby Able	Jennifer Giles
Morgan Padgett	Blondell Nesbitt
Shea Shealy	Jill Niethammer
Catherine Wallace	Anne Frichtl
Kate Jinks	Lydia Henderson
Lyndsey Ensley	Jessica Krefl
Emily Dean	Sarah Joy Smith
Chesa Driggers	Sharon Brown
Theresa Studart	Natalie Anderson
Lane Chatfield	Victoria Salvat
Lynn Pennington	Jessica Preisig
Jared Hembree	Claire Smithy
Tina Smith	Tracy LeGrand
Meredith Hitch	Cassandra Johansen
Tani Klinck	Tyson Wright
Sarah Helgemo	Colleen Hinson
Emily Whitham	Jacque Williams
Mary Bailes	Regan Sinkuler
Brianna Hammett	Cindy Demko
Bernadette Schaner	Tara Fennell
Ryan Kopera	Rebecca Saldivar
Jennifer Davis	Katie Raymond
Brian McGuffee	Greg Patton
Melanie Wall	Margo Herbert
Michelle Abella	Brian McGuffee
Jennifer Kauffman	Stacie Gardner
Kate Canterbury	Amy Terlitsky

## ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

### 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.
- N/A** **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.
- 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**

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 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.

**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.

**X** **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.

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## Introduction

**Chandler Creek's** School Portfolio was developed to document the changes and progress the school makes each year while working to continuously improve our school community. The Strategic Planning Guide provides the school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This Strategic Planning Guide is a living document that describes **Chandler Creek** and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of demographics, needs and school partnerships. The Strategic Planning Guide also describes how we build and utilize our overall action plan for the purpose of increasing student achievement.

### **Self- Study Process**

A strong collaborative process of stakeholders to include parents, teachers, community members, and support staff developed the narrative for our Strategic Planning Guide. Much of the narrative came from discussion with the staff in the process of evaluating. The staff was asked to contribute "evidence" of the school's progress. During the course of the school year, parents, teachers, and students survey data was collected and reviewed. Focus groups were created with input from school administration where each object was discussed and rated using the level of implementation rubric. Teams developed consensus over ratings at monthly meetings and gathered evidence of support leading to the writing of the narrative. Finally, an overview to the community was presented and goals were developed based on the needs assessments from student achievement, survey data, and ratings in each area. The school goals will be monitored closely with updates by all stakeholders on a yearly basis.

### **Stakeholder Groups**

**Chandler Creek** had been under the leadership of Katherine Bayne for 15 years. During the course of self-assessment in preparation for school and district accreditation, Mrs. Bayne retired and leadership transitioned during March of 2013. Mrs. Jane Mills joined the school during the course of the self - assessment. Mrs. Mills met with the Chandler Creek Staff, SIC, and PTA to involve all stakeholders in the development of the Strategic Planning Guide. During the spring, SIC and PTA members were invited to several faculty meetings to be involved in the revisions of the five- year plan. The retiring principal, during the fall and winter quarters, and the new principal, during the spring quarter, have met monthly with SIC and PTA representatives to discuss school wide and community needs and further plan for the future of Chandler Creek Elementary. The self-assessment evaluation tool was embraced as a living document that would be steering the school forward for 2013-2018. It is noted that during the 2014-2015 school year, the instructional staff of Chandler Creek increased significantly due to changes in school population. The current school enrollment is now over 1,000 students.

## **Executive Summary**

Chandler Creek Elementary School, in compliance with state and district requirements, develops an Action Plan for continued school improvement every five years with annual evaluative measures. The current comprehensive plan was written in the spring of 2013 with inclusion of teachers and staff, parents, business partners, and community members. Additionally, the stakeholder groups identified significant challenges and accomplishments from the past three years. The Action Plan, written in alignment with the superintendent's vision for our district, profiles specific school objectives and strategies to compliment the five goals outlined in the District Education Plan.

Student Achievement for the Palmetto Assessment of State Standards (PASS) shows a decrease in students scoring not met in the area of Math with a three year increase in students moving from met to exemplary. In the area of English Language Arts, there is also a steady increase in students moving from the met to exemplary area. In both English Language Arts and Math Performance, students have scored above the state average in the met category. According to the ESEA ratings, White Caucasian, African American, Hispanic, Limited English Proficiency and Subsidized Meals all meet criteria for performance in English Language Arts and Math. Test scores for the school's disabled population have fluctuated over the time period and the school has identified a need for increased support in the area of science instruction.

Ensuring teacher and administrator quality is paramount to improving student achievement. Professional development opportunities have showcased the implementation of Common Core State Standards and teachers have participated regularly in opportunities beyond the school level to maximize knowledge of research-based practice. Given the IB PYP perspective gained in the Northeast Cluster of IB Participants for Greenville County Schools, there are continuous opportunities for training in inquiry based learning. Teachers attend technology workshops and the upcoming school year will provide extensive training in the Balanced Literacy Approach. Selected teachers are attending Inclusion Training to assist the disabled population and provide a least restrictive setting to learn. School administrators attend monthly district professional development and both the Instructional Coach and the School Principal participate in professional development provided by the Curriculum and Instruction Department of GCS.

Additionally, results from the School Report Card do show an improvement on the School Growth rating from Below Average to Average at Chandler Creek. The current school attendance rating of 96.5% exceeds the state average. The combined average for satisfaction with the learning environment from teachers, parents and students is 91.9 % based on survey results. The combined average for feeling safe at school from teachers, parents, and students is 92.8% from survey results. The action plan showcased in the school portfolio will highlight areas for improvement and identify strategies and components for success for the 2013-2018 school years.

## **Instructional and Organizational Priorities:**

The SDE surveys from the staff, students and parents are designed to measure perceptions of three factors: home and school relations, the school's learning environment, and the school's social and physical environment. Survey results were analyzed to identify our strengths and make improvements.

### **Areas of strength:**

1. Teachers rated several of the many instructional programs used at Chandler Creek to be very useful including: Every Day Counts Calendar Math, Learning Focused, Rubicon Atlas, Power Writing, IXL Math, RAZ Kids and the International Baccalaureate Program.
2. The morale of the teachers regarding the physical/social environment of the school is high according to the surveys with 100% of staff surveyed showing satisfaction with the physical and social environment.

### **Our prioritized areas for improvement are:**

- Students on free and reduced lunch will have an increase in their performance on Math and ELA Measures of Academic Progress (MAP) over the five year study period.
- Overall increase in Science test scores as measured by South Carolina PASS in grades 4 and 5.
- The Special Education population will decrease their achievement gap in both ELA and Math.
- Increase the level of parental involvement
- To continue setting high goals and student expectations for learning
- Increase the number of volunteer tutors
- To continue to build strong teacher commitment, knowledge and expertise
- Increase parent satisfaction rating with home/school relations.
- Increase student satisfaction with the social and physical environment of Chandler Creek through the onset of interest based clubs.
- Continue to implement the PYP as the umbrella under which all other programs (best practices) fit as well as sending teachers to workshops to better familiarize themselves with the program components and expectation

## **Challenges Facing Our School**

- Closing the achievement gap with our minority students, special education students, and students on subsidized lunches
- Differentiating based on the needs of our gifted and talented students
- Partnership Development
- Parental Involvement

## **Awards and Honors**

- Implementation and re-authorization of the International Baccalaureate Primary Years Programme
- Web Master's Choice Gold Award
- "A" rating on ESEA Waiver
- An increase in PASS scores on the state assessment
- Energy Star Award 2013-2015
- District Clean School Award three years in a row
- Recognized as a Safe School
- State Reflections Winners
- Donors Choose Grant Recipients
- Greer Educational Foundation Grant Recipients
- Science Plus Institute
- Greer Partnership for Tomorrow
- Accredited by Southern Association of Colleges and Schools

## THE COMMUNITY OF GREER

Although Chandler Creek Elementary is part of Greenville County, the school is located in the city of Greer, with a population of more than 26,000. Greer is situated between the cities of Greenville and Spartanburg. It is one of the most rapidly growing cities in the foothills of the Blue Ridge Mountains, due in large part to the close proximity of the only BMW manufacturing plant in North America, Michelin North American Headquarters, Mitsubishi Polyester Inc., and the Greenville/Spartanburg Airport. Several families are choosing to make Greer their home in one of the many new neighborhoods located within and around Greer city limits. The influx of new families is quickly changing the population of Chandler Creek Elementary School. Greer is home to Kid's Planet a park filled with an abundance of playground equipment, Frisbee golf course and athletic fields. Greer City Park includes a large fountain timed to music, an amphitheater for public concerts and ceremonies, walking trails, a picnic shelter, a



pond, and ample green space for family fun. Greer's Central Business District, Greer Station, has approximately 12 square blocks of retail, dining, entertainment and professional organizations. Nearby Lake Robinson and Lake Cunningham is a place family and friends can spend a relaxing day. Greer also boasts a city stadium, home of youth football, cheerleading, and soccer. Greer City Stadium has also been the venue site for professional soccer teams, concerts, and political debates. If you enjoy a close knit community, Greer is the place to be. A highlight during the summer season is "Tunes on Trade," a Friday evening concert series that draws hundreds of music lovers who enjoy songs under the stars. Visitors also flock to such downtown festivals as Greer Idol, Greer Family Fest, Oktoberfest, Chili Cook Off, and Wing Fling. During football season, it is the grand tradition to visit the Clock for dinner and then head to the Greer High School football game. In addition to watching the football team play, the game provides an opportunity for members of the community to gather and socialize. Other various cuisines are located in Greer, from commercial restaurants like Applebee's and Ryan's to Local favorites including Cannon's, Mimi's Steakhouse and Mutt's Barbeque. Cultural opportunities in Greer include the Greer Children's Theatre and the Greer Opry House. Greer is an up and coming community that, while embracing the future of change, is still clinging to the traditions that it holds most dear.

## SCHOOL COMMUNITY: CHANDLER CREEK HISTORICAL EVENTS AND FACILITIES



Chandler Creek is a kindergarten (four and five year olds) through fifth grade, public elementary school located in the former Greer Middle School facility. In 1999-2000, the former Greer Middle School was renovated and expanded for its future use as an elementary school. The renovated school contains 122,703 square feet and is designed for a capacity of 1,000 students. The facility includes forty regular classrooms, ten kindergarten classrooms, two self-contained classrooms for special education, five resource/speech rooms, a computer lab with thirty stations, science lab, media center, theatre, a full size gymnasium with bleachers, art room complete with a kiln and two rooms for itinerant teachers. Highlights of the school include a kindergarten area, a teacher conference/planning space, six portable laptop labs, three playgrounds, covered walkways, and landscaped gardens.

Mrs. Katherine Bayne was named principal of the school during the 1999-2000 school year. The student bodies of East Greer Elementary and Tyron Street Elementary, both of which would close and move to the new school, voted for the name of the school to be Chandler Creek Elementary School which comes from combining the location of our school on Chandler Road and nearby Frohawk Creek. The choices for school mascot were the Chandler Creek Champions or Chandler Creek Crocodiles. Students scheduled to attend the school voted on a mascot and school colors, deciding on the Chandler Creek Champions and school colors of purple and yellow. Our school tagline is "Celebrating Diversity" with the belief that each child is unique and can learn in a variety of ways.

In August, 1999 we welcomed 630 students to their new school to begin a new tradition of excellence. Today our school has approximately 1021 students and a staff of 99.

### **SCHOOL COMMUNITY: PARENTAL INVOLVEMENT**

Chandler Creek Elementary has many opportunities in which parents and community citizens may participate. These volunteers provide a vital connection between the community of Greer and our school community. Some of the areas volunteers participate in include:

- Math Superstars volunteers
- Parent-Teacher Organization
- Fall Festival volunteers
- Room Mothers for class parties (Christmas & Valentine's)
- Fundraisers
- International Baccalaureate student-led conferences
- International Baccalaureate student profile reports
- School Improvement Council
- Classroom Volunteers
- Tutors
- Real Mean Read
- Transportation Fair
- Science Day
- Science Fair

### **SCHOOL COMMUNITY: PARTNERSHIPS**

As well as having opportunities for parents to become involved, Chandler Creek also has many ways the business community of Greer is involved with the school. Some of these partnerships and programs include:

- Core Essentials Character Education: Chick-fil-a/Greer partnership
- Book-It Reading Program: Pizza Hut
- Greenville Drive Reading Program
- Terrific Kids Program: Kiwanas
- Attendance to Greenville Symphony programs
- Attendance to Peace Center programs
- Papa John's, Jersey Mike's, Pizza Inn and Zaxby's Spirit Nights
- Watershed Ecology through USC Upstate provides on-site programs in the area of Science
- Community partnerships with Chick-fil-A and Roper Mountain Science Center
- Afterschool Program provided through United Way funds
- Curriculum-based model in library on loan from the James Agency (Visions of Excellence)
- Public Education Partners

## SCHOOL COMMUNITY: LEADERSHIP AND ADMINISTRATION



Our principal is Jane R. Mills. She joined the Chandler Creek Elementary School Community in March of 2013. She is a product of Greenville County Schools graduating from Greenville High School. Mrs. Mills earned her undergraduate degree at Presbyterian College in Elementary Education and a Master's Degree in School Leadership and Supervision from Clemson University. Mrs. Mills began her teaching career as a fourth grade teacher working for Department of Defense Dependent Schools in Germany. After teaching grades 1,4, and both elementary and middle level science, Mrs. Mills moved into school leadership. She served as the Administrative Assistant at Monaview Elementary and Assistant Principal at Bryson Elementary before joining the Chandler Creek Family.



Assistant Principal, Jennifer Dodds, is a Greenville native and product of Greenville County Schools. Mrs. Dodds is a graduate of Clemson University with a Bachelor's degree in Elementary Education and a Master's degree in Elementary Leadership and Supervision. With twelve years experience in Greenville County, Mrs. Dodds taught 2<sup>nd</sup>-5<sup>th</sup> grades and science lab at Welcome Elementary and served as Administrative Assistant for three years at Westcliffe Elementary before joining the Chandler Creek family.



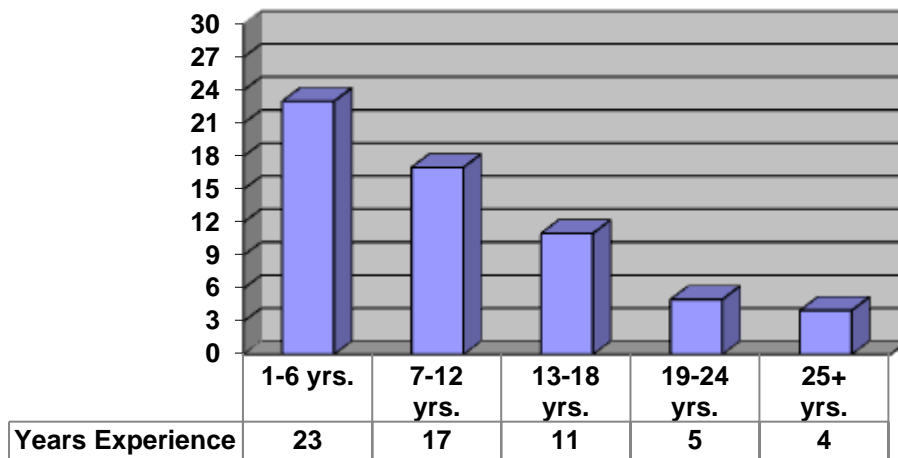
Administrative Assistant, Leah Stafford, is originally from Holland, Michigan. After attending University of Michigan for her undergraduate work, she taught grades Kindergarten and fourth in Colorado Springs, CO for five years. During this time she also received her Master's degree in Curriculum and Development in Literacy. After moving to Greenville, SC, she taught fourth grade for one year at Legacy Charter School and second grade for three years at Heritage Elementary School. She received her Master's degree in Administration and Supervision from Southern Wesleyan University in 2013. Mrs. Stafford is currently serving her first year in administration at Chandler Creek Elementary.



## SCHOOL PERSONNEL DATA

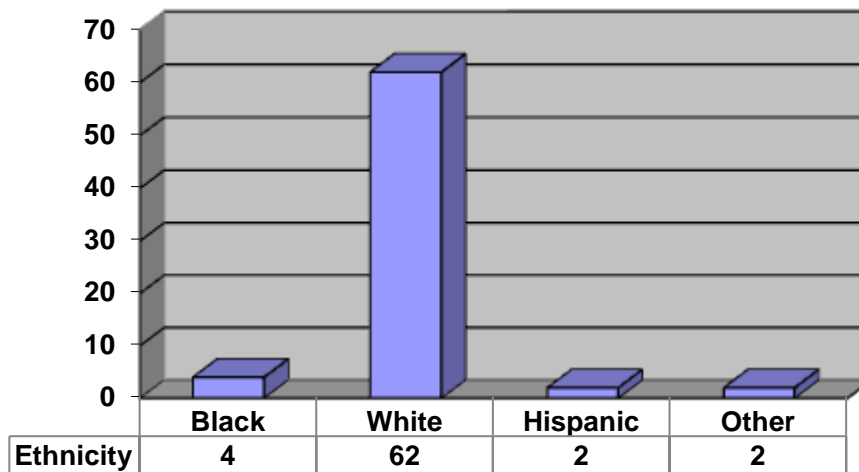
The data indicates that the experience of the staff, overall, falls on the lower end of the scale. The majority of the staff fall within the 1-6 years of experience range (23 teachers). The second highest number of teachers fell within 7-12 years of experience (17 teachers). There are eleven teachers within the 13-18 years of experience range. There are five teachers with 19-24 years of experience, and 4 with 25 years of experience or more. (See following graph).

**TEACHING EXPERIENCE 2014-2015**



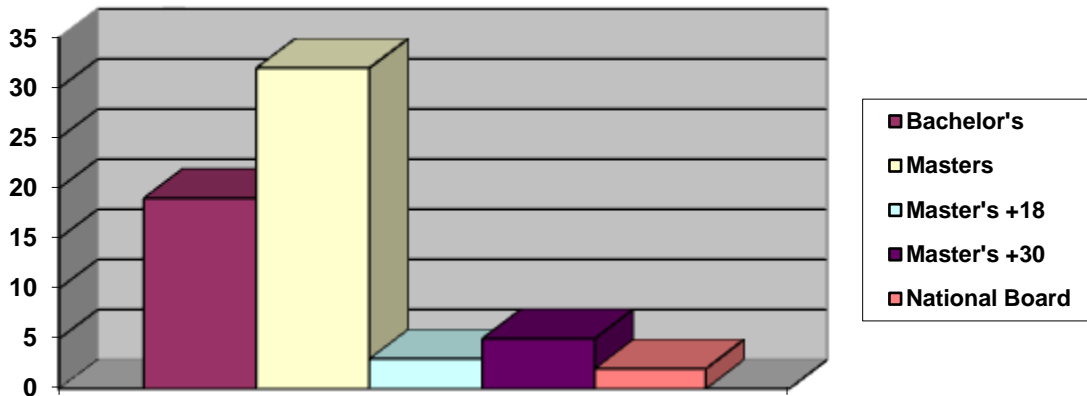
The data indicates that the ethnicity of the majority of staff at Chandler Creek Elementary falls under the white category. There is a much smaller percentage under the black and other. (See following graph)

**ETHNICITY OF EDUCATORS 2014-2015**



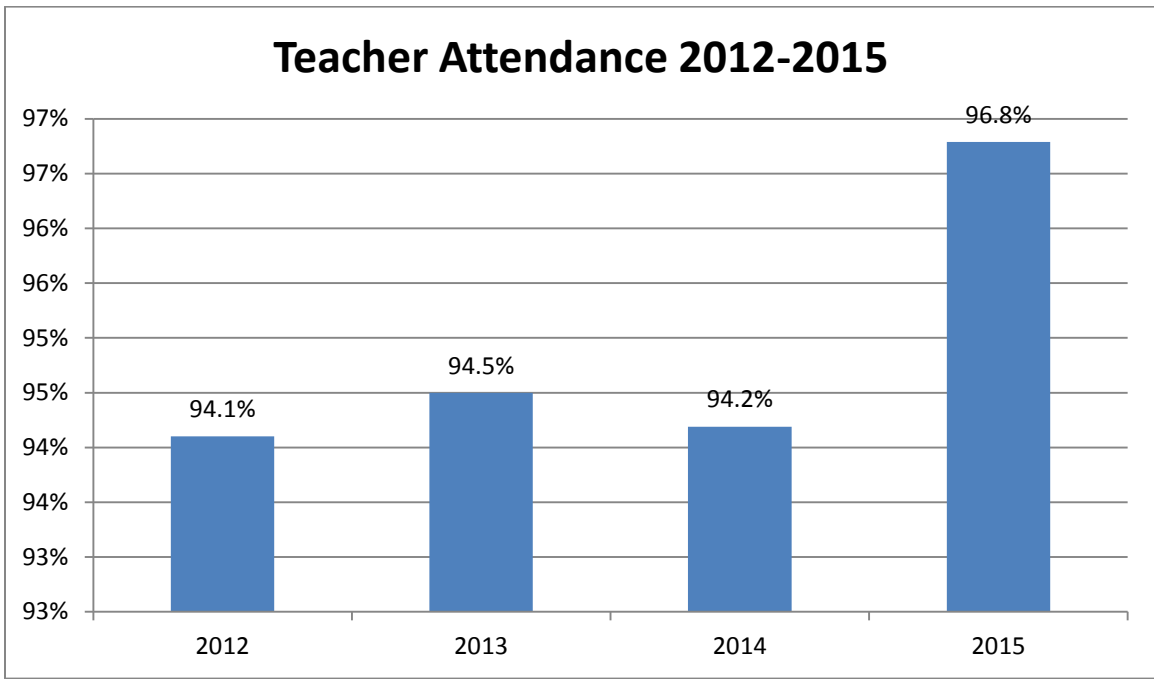
The data below indicates that the highest education level of the staff is mostly centered in the Bachelor's Degree and Master's Degree categories. Nineteen teachers have earned their Bachelor's degree, 32 have earned a Master's degree, three teachers have their Master's +18, and five teachers have a Master's +30. Two teachers have achieved National Board Certification. (See Following Graph)

### EDUCATION LEVEL OF TEACHERS 2014-2015



The staff at Chandler Creek includes 3 administrators, 1 Instructional Coach, 67 teachers, and 30 support staff. There are two male classroom teachers, one male Physical Education teacher, and one male art teacher.

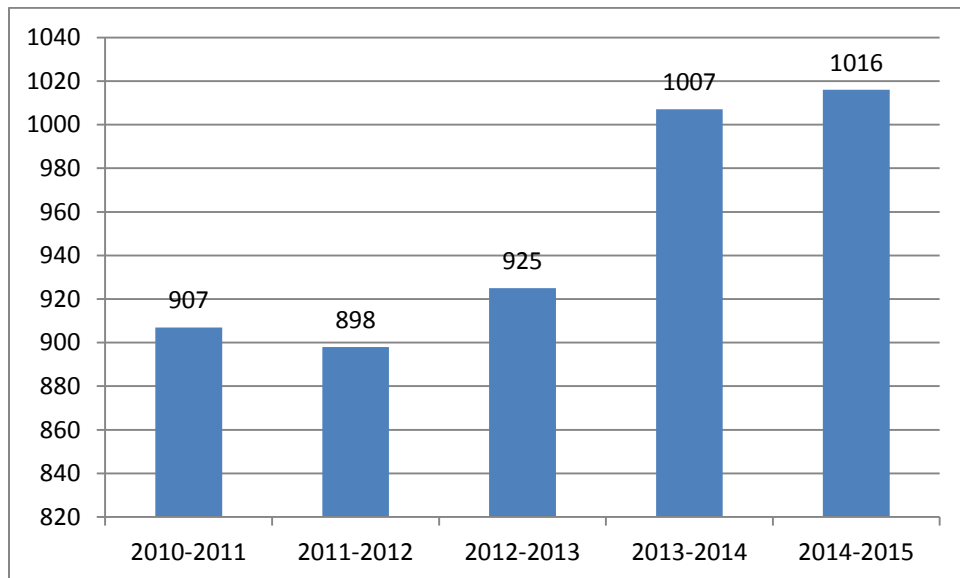
Kindergarten has 8 teachers, first grade has ten teachers, second grade has nine teachers, and third grade has seven teachers. There are six teachers on the 4<sup>th</sup> grade team and five teachers on the 5<sup>th</sup> grade team. Chandler Creek also has two K-4 classes which each include one teacher and an aide. There are more students in the primary grades and if the enrollment patterns continue in K-5, teacher numbers in the intermediate levels could rise in the next several years. There are many teachers who see students for intervals of the day including Humanities, Spanish, ESOL, Challenge, and Resource. Other support services such as Mental Health Counseling, Speech Therapy Services, and Guidance Counseling are also available.



We observed a .4% increase in attendance between 2012 and 2013 and then a .3% decrease in 2014. The 2015 total represents attendance as of January 30<sup>th</sup> 2015.

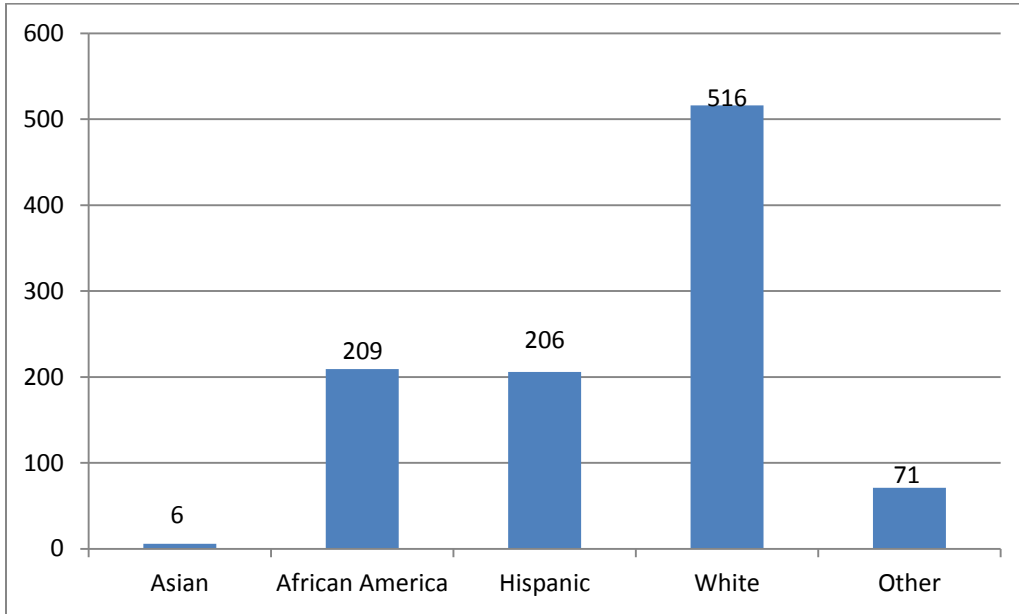
### STUDENT POPULATION

The data indicates that the student enrollment for Chandler Creek Elementary is currently the highest in enrollment this year (1016) out of the 5 shown years. If the current enrollment trends continue, our school will most likely reach capacity within the next 5 years. (See following graph).

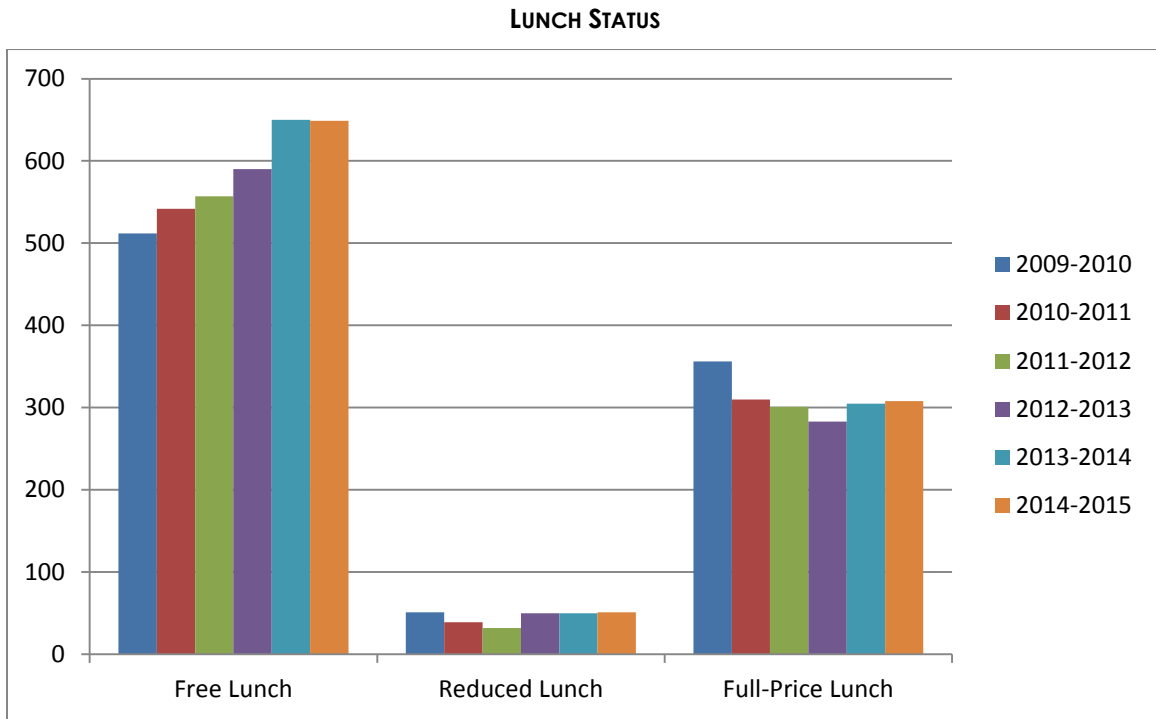


### Student Ethnicity

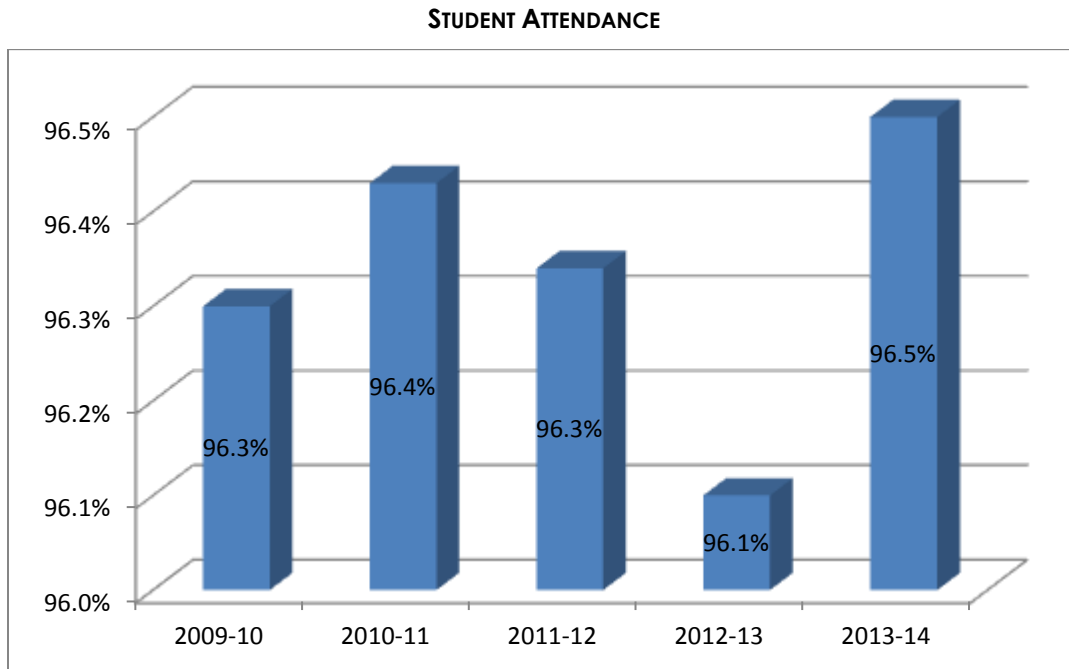
The data in the following graph separates the student enrollment population by ethnicity. According to the information, the student population at Chandler Creek Elementary School is becoming more diverse. The Hispanic population continues to grow so that now the total has reached approximately 20% of the total population (or about 206 students). The total of black students is 209 (21%) this school year. The other category (which includes Asian, American Indian, Pacific Islander, etc.) has remained steady the last two years.



The following information shows a visual representation of the percentage of students who receive free lunch, reduced lunch, or purchase lunch at a full-price.



The data in the following graph shows that the yearly average student attendance is very high and has only varied slightly over the past five years.



## INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

### PRIMARY ACADEMIC EDUCATIONAL MODELS:

First and foremost, Chandler Creek has become an authorized International Baccalaureate Primary Years Programme world school. The International Baccalaureate Organization (IBO) is a recognized leader in the field of international education, encouraging students to be active learners, well-rounded individuals and engaged world citizens. "The Primary Years Programme (PYP) is a transdisciplinary programme of international education designed to foster the development of the whole child. The International Baccalaureate PYP is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children." (IBO website) With a focus on student-led structured inquiry, the PYP at Chandler Creek has changed the way teachers teach and students learn.

Second, Chandler Creek uses a testing program by the Northwest Evaluation Association (NWEA) called MAP, Measuring Academic Progress. This computerized test assesses students' academic ability. It allows teachers and parents to recognize what the students have learned and what still needs to be learned. The test is given in Reading and Mathematics. Each subject area is broken down into categories by skills or standards. For example, the Mathematics test's components are Number & Operations, Algebra, Geometry, Measurement, and Data Analysis & Probability. The MAP test is administered three times a year; once in the fall, winter and again in the spring. Scores and growth norms are provided to the teacher to compare students' scores with the norm values. The score sheet indicates the range where students should perform at the beginning of the year and the range where they should perform by the end of the year. After the students take the MAP test in the fall, teachers at Chandler Creek use the scores to create a Math goal and an English Language Arts goal for the year. Teachers use this information to guide their instruction and to identify specific student needs. Not only can the scores be used for instructional planning, they also can be used at a parent conference, to screen for special classes or programs, and also to serve as a comparison with other schools across the district.

There are several special features of the MAP test that make it a quality assessment tool. One feature is that no two subject area test questions are the same. For example, if two students are sitting next to one another taking the same subject area test, the students will not be given the same test questions. A second great feature of the MAP test is that the program automatically adjusts the difficulty level of the questions according to how well or how poorly the students are answering them. Another feature is that accommodations can be made for special education students who have certain disabilities or deficits. For example, the mathematics section may be read aloud to students who have reading disabilities. However, the reading section is excluded from that modification, but students may test in small groups for this test.

**Below is a list of other instructional /organizational models used at Chandler Creek:**

- Guided Reading
- Soar to Success/LLI Reading Intervention
- The Every Day Counts Calendar Math – daily math problem solving
- IXL Math
- Compass Learning
- RAZ Kids
- Power Writing
- Performance Assessment System (PAS) – evaluation system for teachers, administrators, instructional coaches, etc.
- Professional Learning Communities

**PRIMARY BEHAVIORAL EDUCATIONAL MODELS:**

- International Baccalaureate (IB) Student Learner Profile (principled, open-minded, balanced, inquirer, caring, reflective, thinker, knowledgeable, and communicator)
- IB attitudes (curiosity, cooperation, creativity, integrity, commitment, appreciation, empathy, confidence, tolerance, enthusiasm, independence, and respect)
- Chick-fil-A Core Essentials program (knowledge, determination, gratitude, generosity, resourcefulness, fairness, conviction, hope, and obedience)
- Governor's Citizenship Award
- Kiwanas Terrific Kid program & Quarterly Award's Ceremonies
- Student handbook available on Chandler Creek Website

<http://www.greenville.k12.sc.us/ccreek/parents/policies.as>

# Mission, Vision and Beliefs

## Mission Statement

The mission of Chandler Creek Elementary is to develop the enthusiasm for lifelong learning through inquiry in a global, caring environment developing responsible citizens who exhibit core values.

## Essential Agreements:

### Enthusiasm

- We will actively engage in positive actions and attitudes.

### Lifelong Learning

- We will take the initiative to learn new things every day.

### Inquiry

- We will celebrate wondering by asking questions and seeking answers.

### Global Environment

- We will appreciate and celebrate differences as we open our eyes to the world.

### Caring Environment

- We will support others by showing kindness and genuine interest.

### Responsible Citizens

- We will make good choices and take ownership of actions.

### Core Values

- We will display good character by doing what is right.

## Vision Statement

When the Chandler Creek vision is fully implemented, not only will all students be proficient in state leaning standards as assessed with PASS, but both students and teachers will be enthusiastic about school. They will be knowledgeable and able to communicate what is being accomplished in our building. As an authorized International Baccalaureate school implementing the Primary Years Programme, our vision is well on its way to becoming our reality. Instruction will be student led with teacher facilitation, and assessment will include both teacher and student reflection. Curriculum will be approached in an integrated and global manner allowing all students to learn and succeed.

## Beliefs

Included is a summary of the curriculum, instruction, assessment, and environmental factors that the Chandler Creek staff believes will support effective learning for students.

### Curriculum must-

- Be standards based and challenging
- Include real world application
- Include quality literature
- Include hands on learning and varied practice
- Include both student and teacher inquiries/questions
- Be developmentally appropriate and reach all learning styles
- Include transdisciplinary skills
- Include integrated subject matter



Instruction must-

- Come from highly trained educators
- Accommodate a variety of learners with various strategies
- Promote exciting and global learning experiences
- Include whole group/small group/individual
- Be creative and hands-on
- Be student led with teacher facilitation
- Be based on high expectations
- Be well planned and have clear objectives
- Promote higher level thinking skills & problem solving skills
- Integrate technology

Assessment must-

- Include knowledge and performance assessments
- Be correlated to instruction
- Be informal and formal
- Be formative and summative in nature
- Be standards-based
- Use the same vocabulary as instruction
- Include student portfolios
- Include a variety of strategies/assessments
- Include student input and reflection
- Be analyzed for meaningful data to be used for planning

The environment should-

- Allow all students to feel success
- Be safe, clean, and inviting
- Allow all students to feel important, valued, and safe sharing their perspective
- Allow the students to foster a positive attitude towards themselves, their school, their community, and the world
- Include parent involvement

## Data Analysis and Needs Assessment

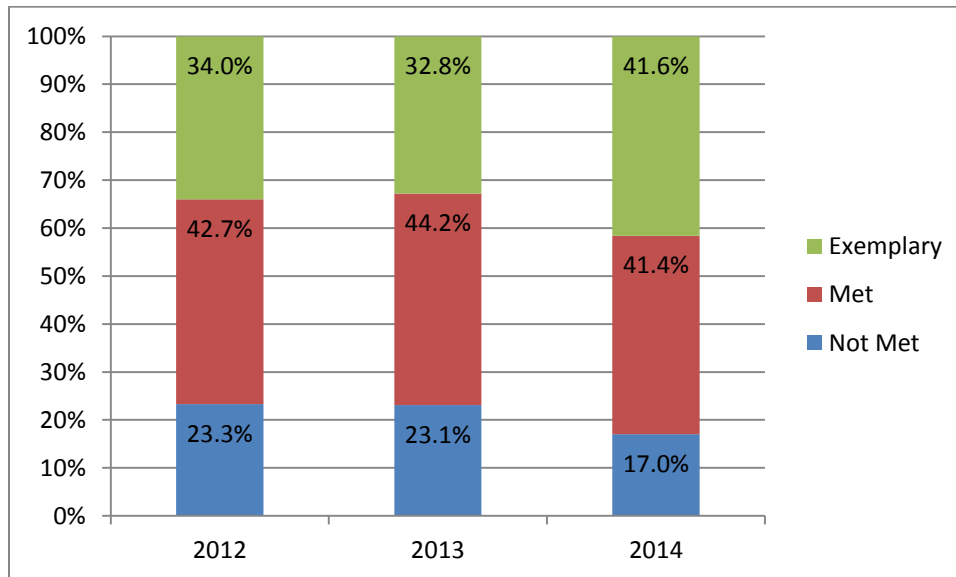
Chandler Creek and Greenville County School District use the state assessment, PASS, as their main basis for evaluating student performance. Beginning in the 2008-2009 school year, elementary level students in grades 3, 4, and 5 began taking the PASS test. In previous years, these students were administered the PACT test. We have concentrated on examining scores for ethnic groups that make up the majority of our population: White, Black and Hispanic and our Special Education population.

An analysis of disaggregated achievement results follows.

### Student PASS Results (Grades 3, 4, & 5)

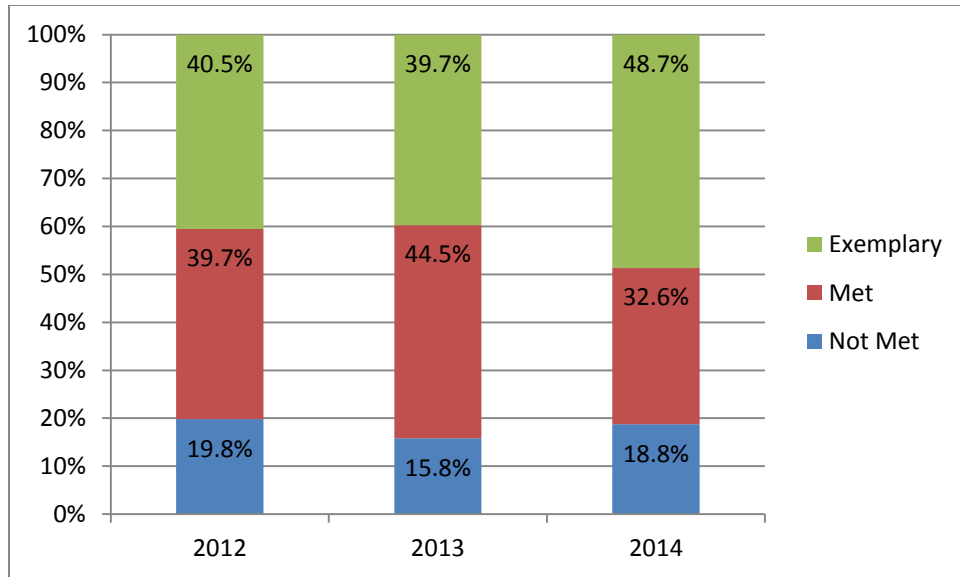
#### Writing

The following graph shows the percent of students who scored not met, met or exemplary on the Writing PASS test from 2012-2014. 83% of students met the standard set by the state in the Spring of 2014.



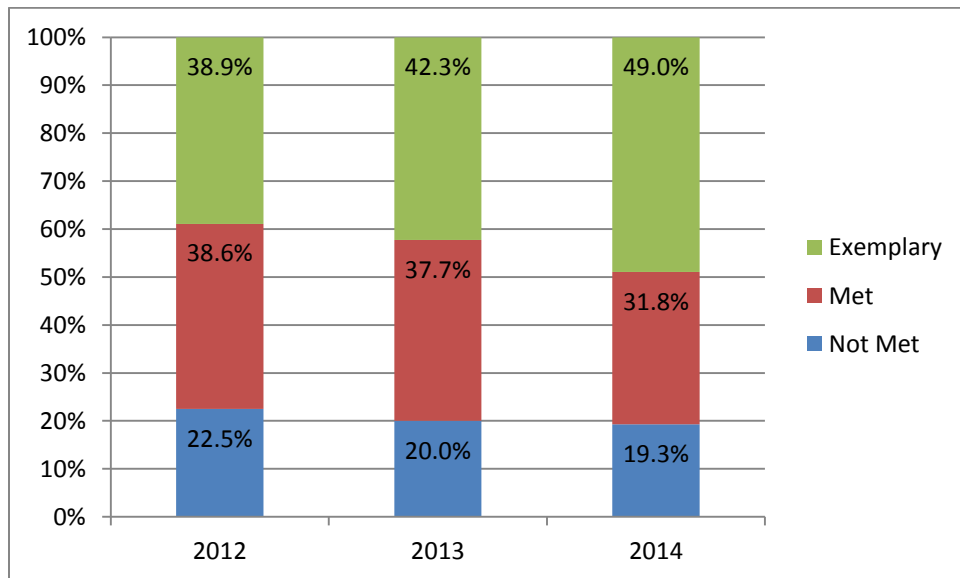
## ELA

The following chart shows the percent Not Met, Met and Exemplary for ELA - Reading/Research from 2012-2014 for Chandler Creek Elementary students in third through fifth grades.



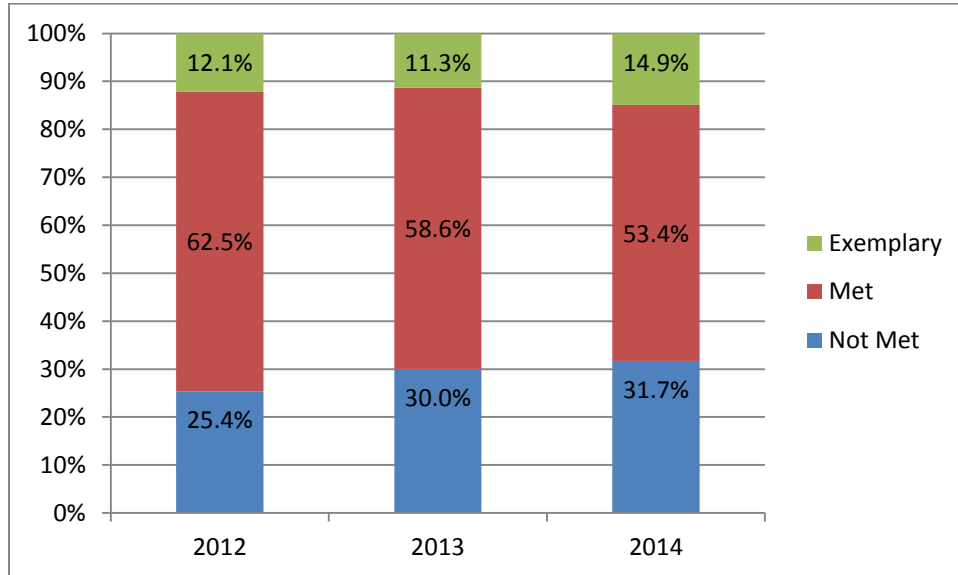
## Math

The following graph shows the progress of students in Math the past three years. We have seen an increase in the number of students scoring exemplary and a decrease in the number of students scoring not met and met.



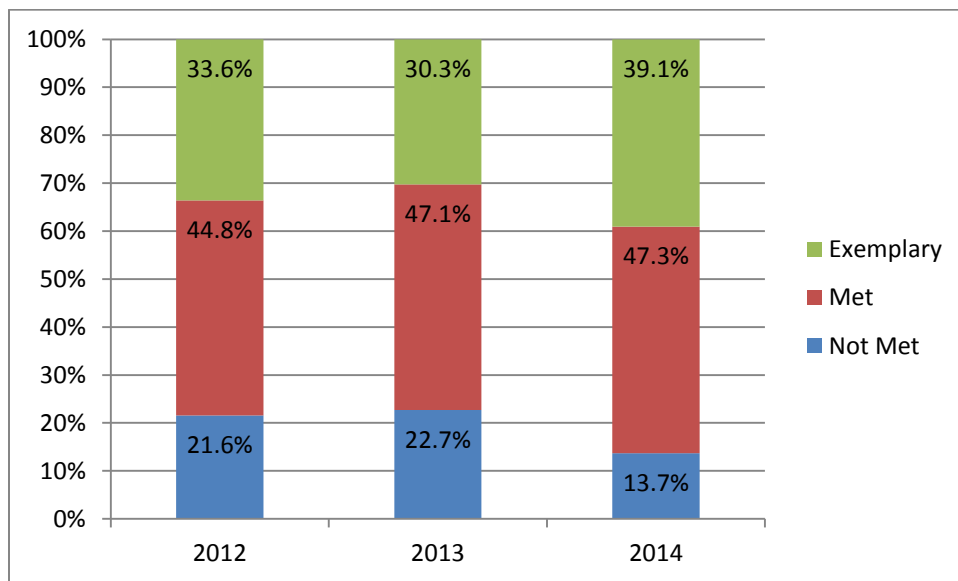
## Science

The following graph shows the progress of students in Science. This subject area was our weakest area in the spring of 2014. Approximately thirty-two percent of our students scored not met and fifteen percent exemplary in the area of Science in 2014.

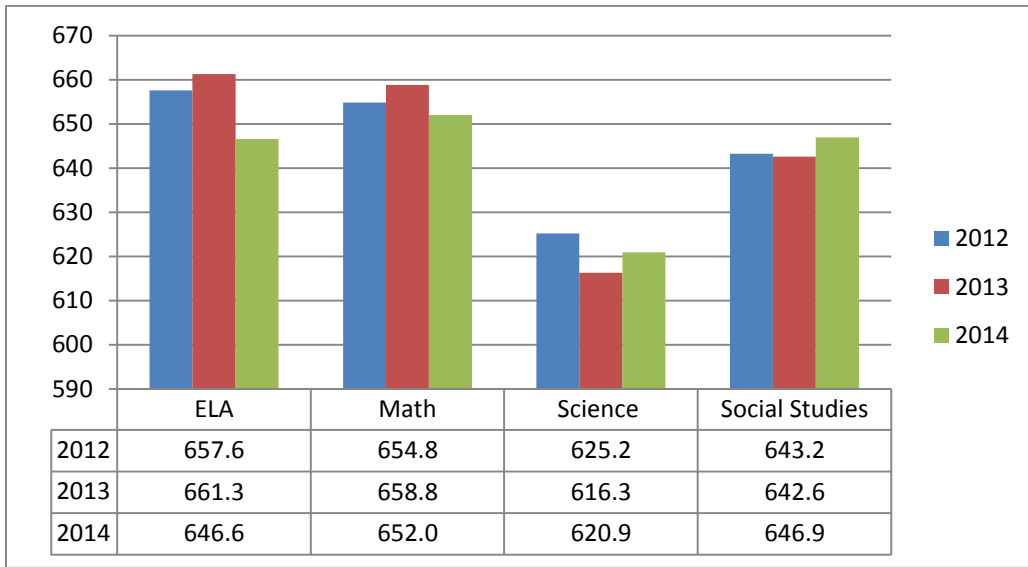


## Social Studies

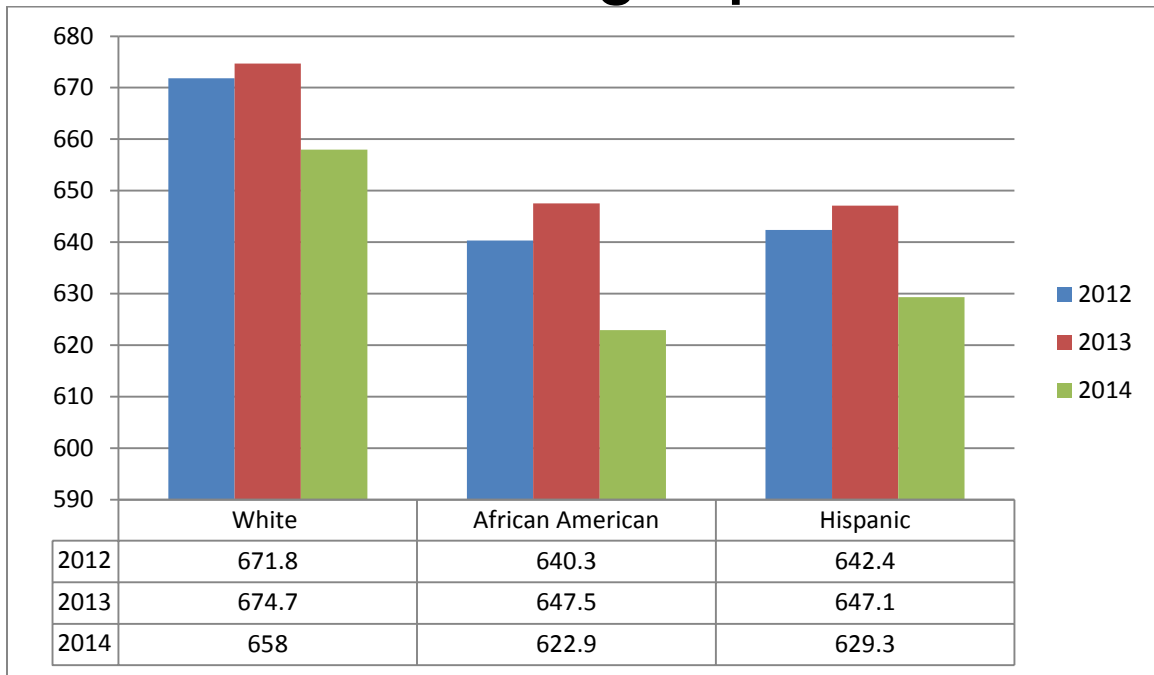
The following graph shows the progress in the area of Social Studies. Approximately three-fourths of our students scored Met or Exemplary in this subject area the past three years.



### PASS Breakdown by Mean Scale Score

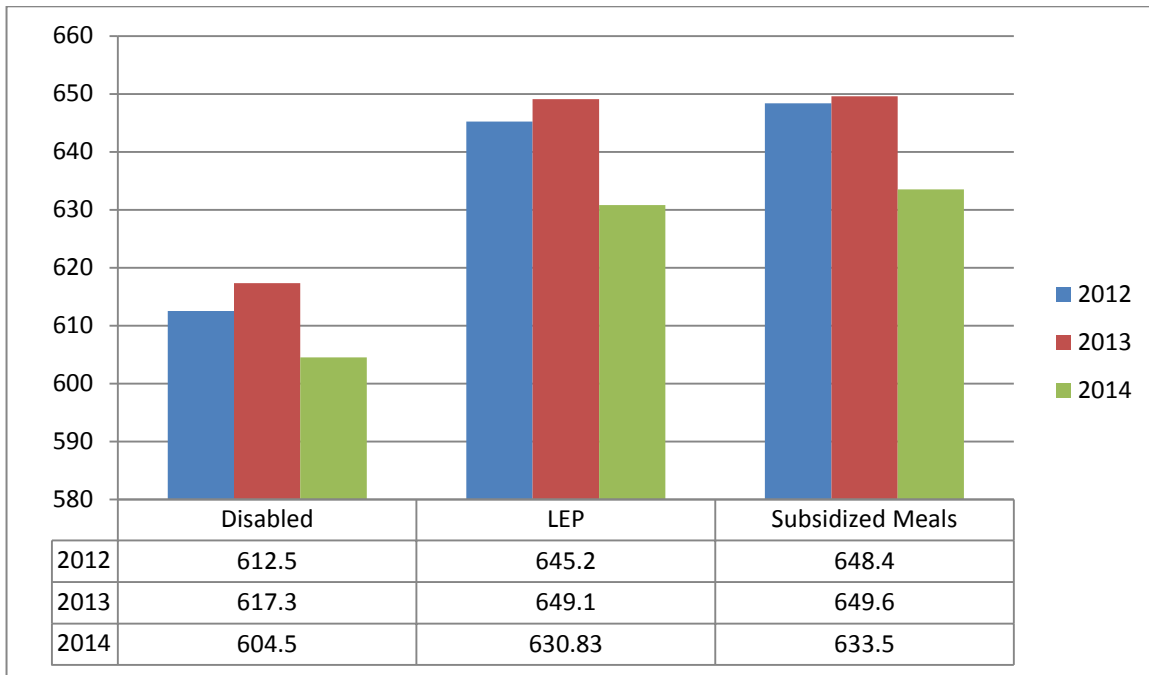


# ELA Subgroups

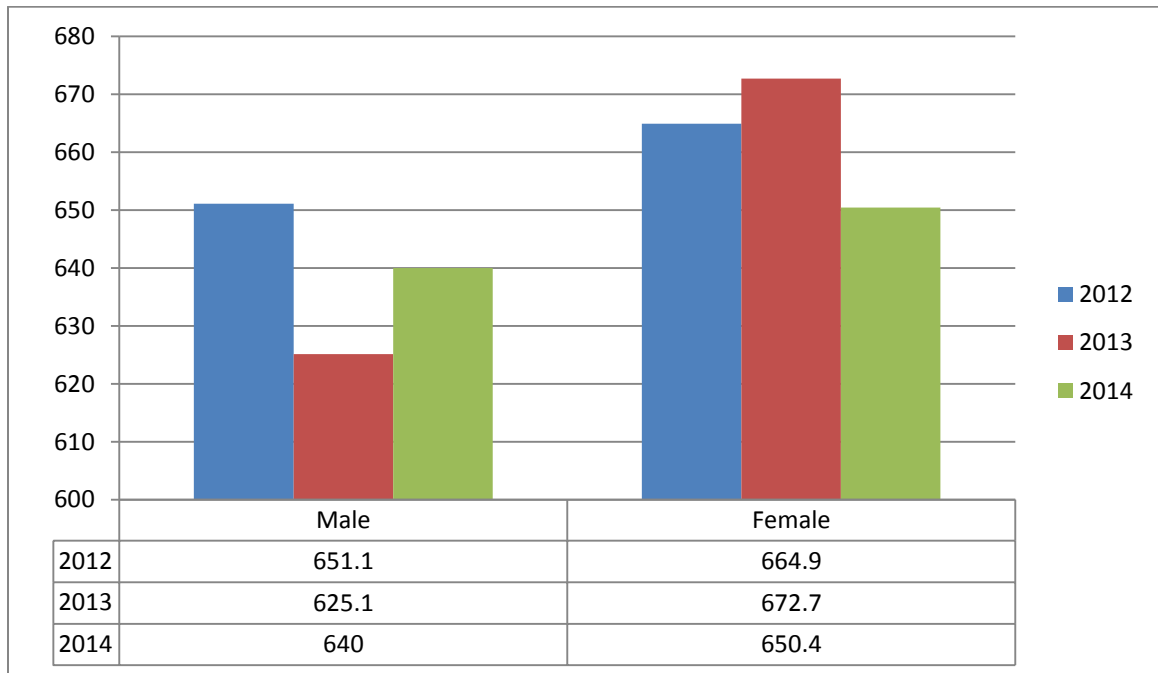


Our white students had a higher mean score on the ELA – Reading/Research portion of the PASS test compared to our Hispanic and African American groups.

# ELA Subgroups



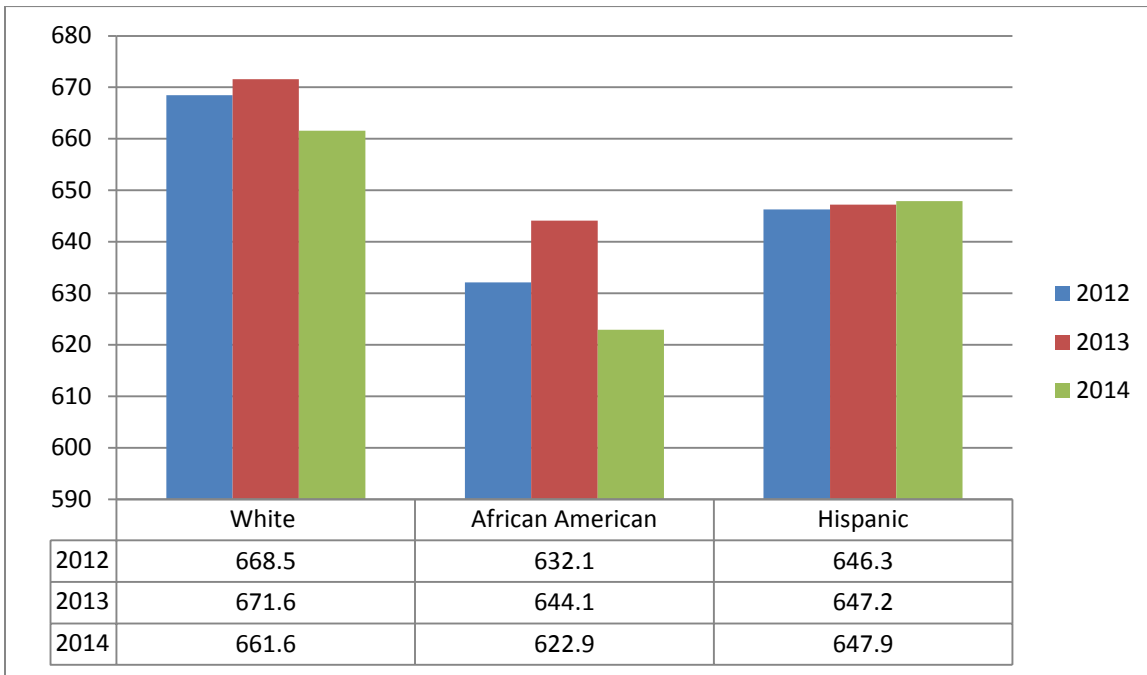
Our disabled population was 42.1 points below the schools mean of 646.6 in the area of ELA and 30.5 points below the target mean of 635.



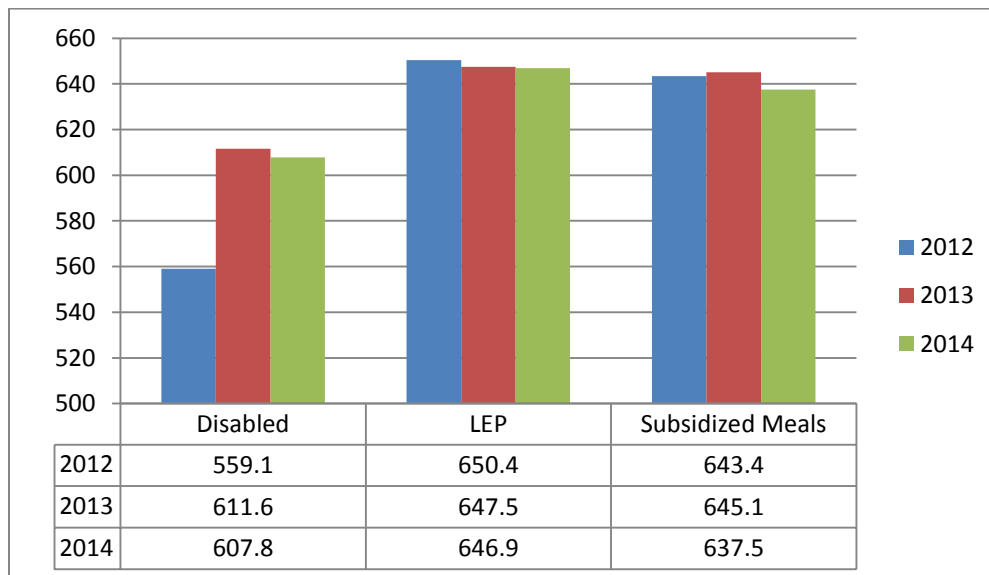
The graph above shows the difference between male and female 3rd, 4th, and 5th grade students on PASS ELA-Reading/Research.

# Math

The following chart displays the difference between our third, fourth, and fifth grade students by ethnicity. Our African American students showed a twelve point growth from 2012-2013 but declined 21.2 points between 2013 and 2014. Our Hispanic population gained .7 points and our white population saw a decrease of 10 points.

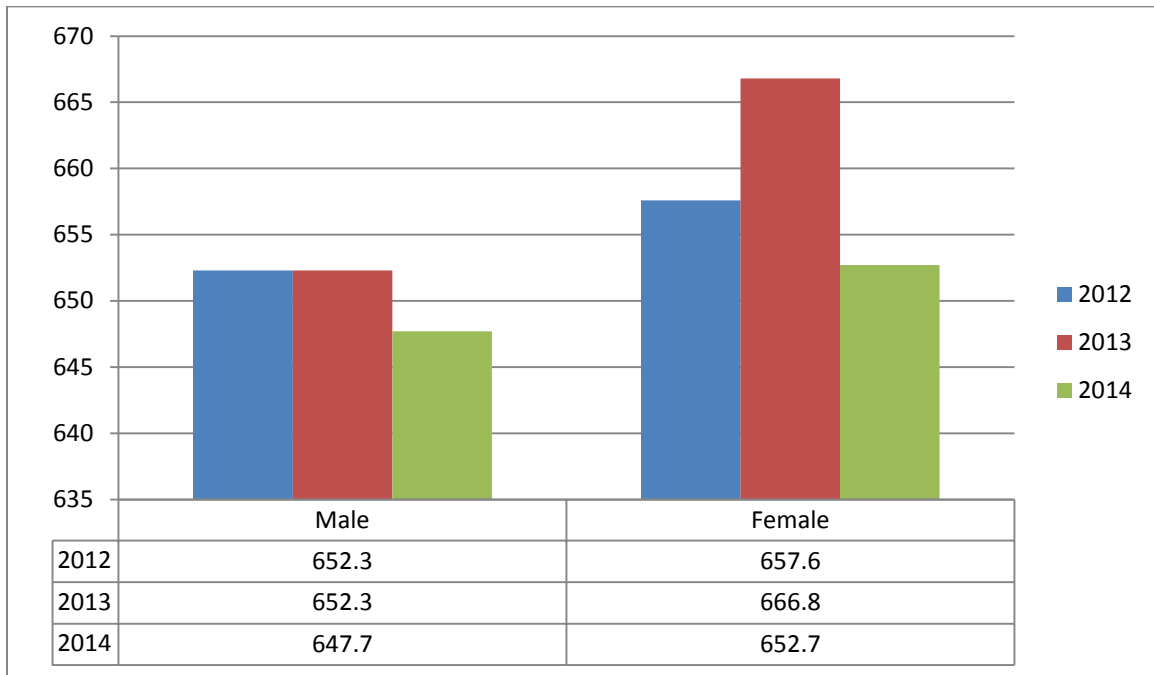


The following chart displays the difference between our disabled, LEP and subsidized meals students in 3rd, 4th, and 5th grades on PASS Math. When compared the disabled students had the lowest mean score but showed significant growth (48.7 points) from 2012 to 2014.





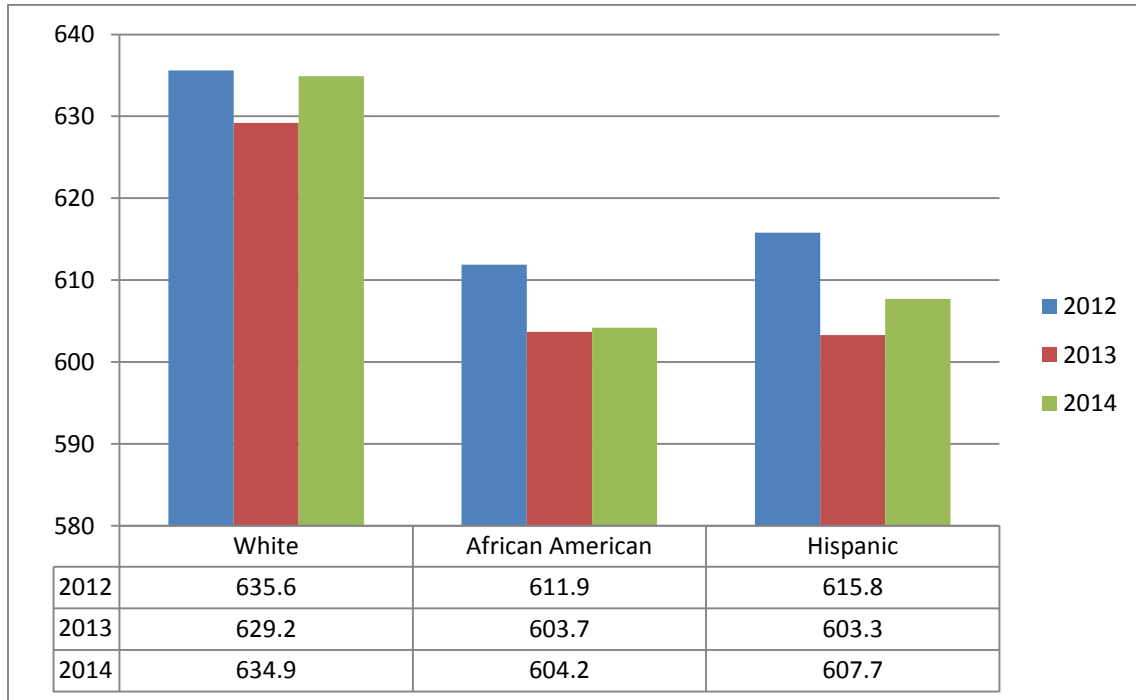
The following chart displays the difference between male and female students in 3rd, 4th, and 5th grades on PASS Math. The data indicates that the females outperformed the males by 5 points in 2014.



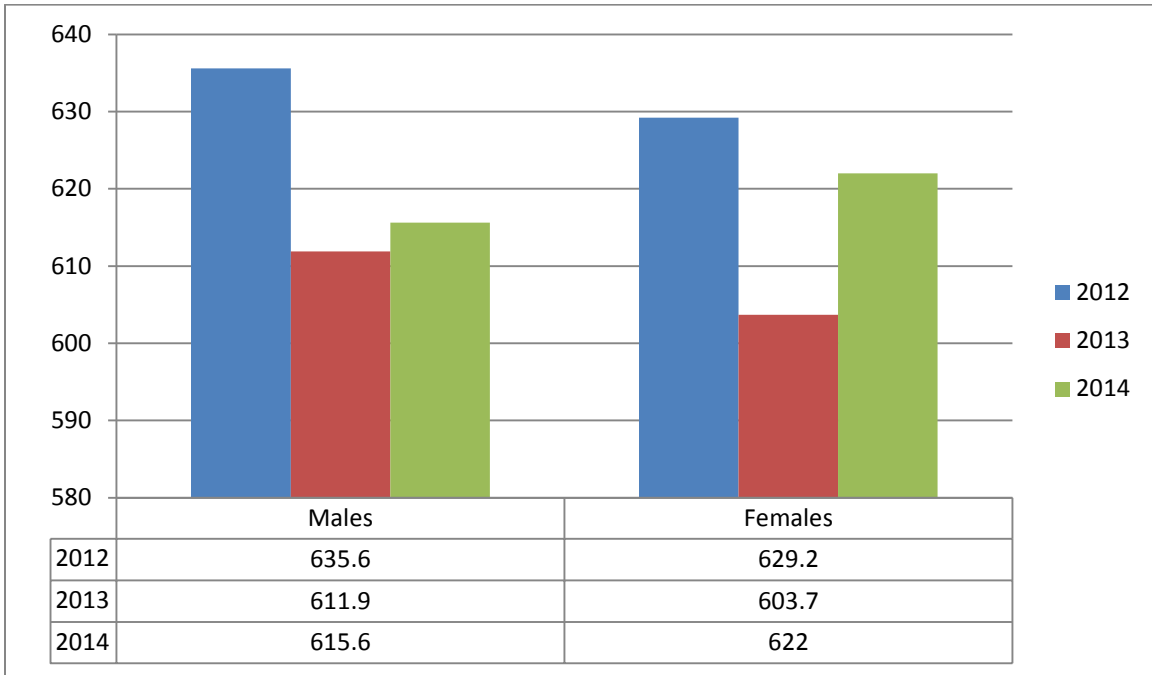
## Science

The SC Department of Education randomly selected students in 3rd and 5th for science testing. All of our fourth grade students were tested in science.

The following chart displays the difference between the third, fourth, and fifth grade student's PASS Science scores by ethnicity. The African American and Hispanic students had a lower mean score when compared to the white students.

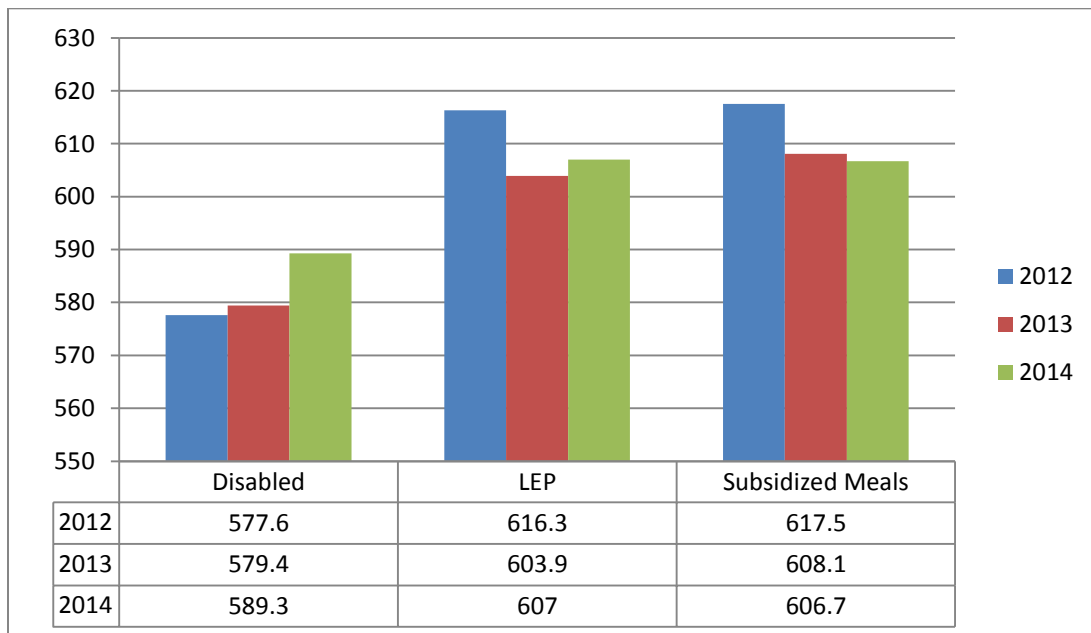


## Science Results by Gender



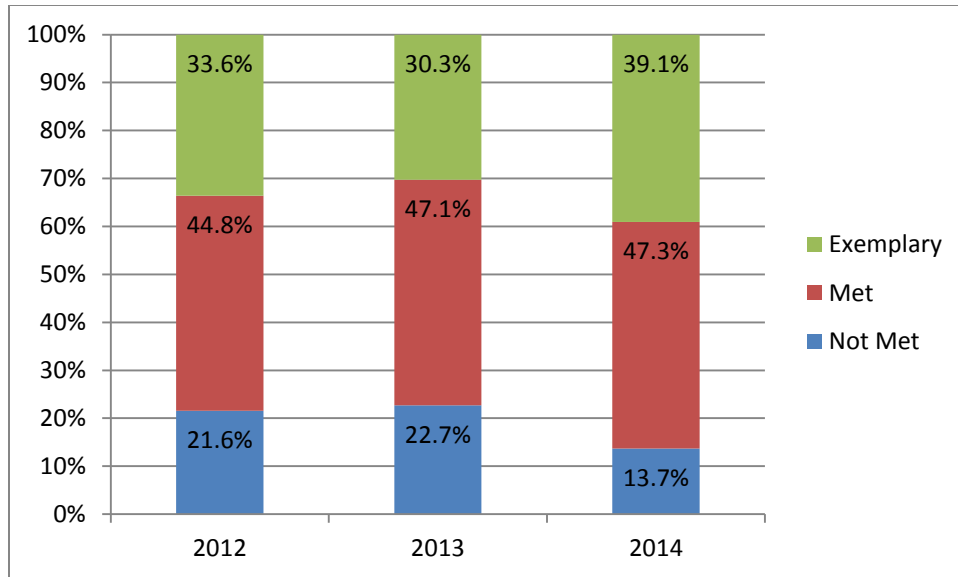
The chart above displays the difference between our 3rd, 4th, and 5th grade male and female students. There was an approximate six point difference in the mean score between these two groups.

The following chart displays the difference between our 3rd, 4th, and 5th grade students with disabilities, LEP and subsidized meals on PASS science. The data indicates that there was a higher mean score for LEP and subsidized meals students than disabled students on the PASS Science test.



## Social Studies

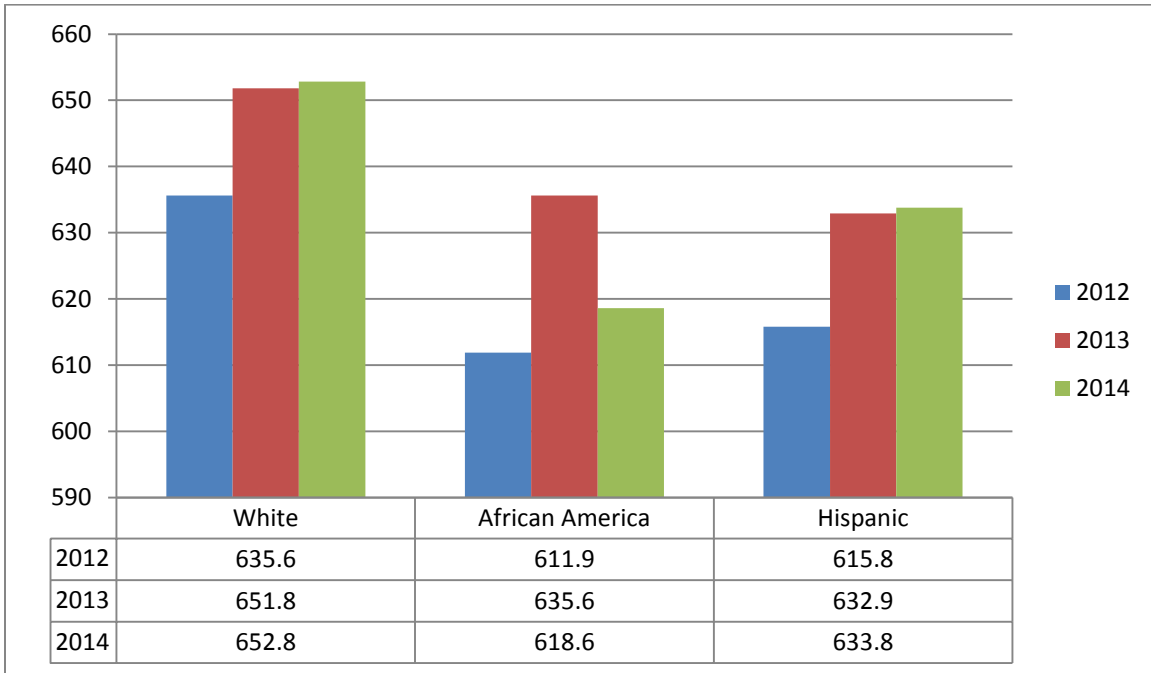
The following graph shows the progress in the area of Social Studies. Approximately three-fourths of our students scored Met or Exemplary in this subject area the past three years.



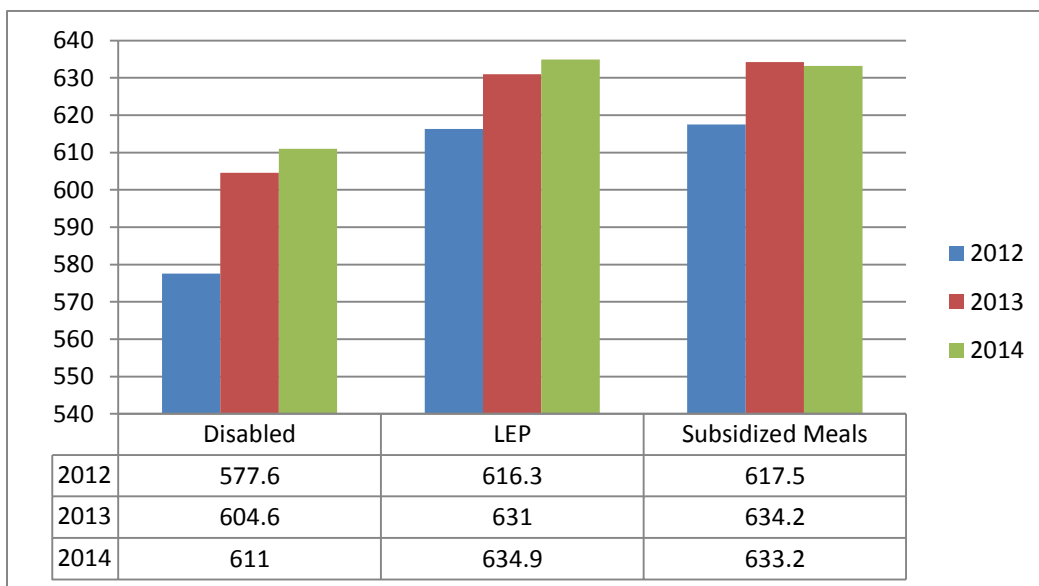
## Social Studies

The SC Department of Education randomly selected students in 3rd and 5th for science testing. All of our fourth grade students were tested in Social Studies.

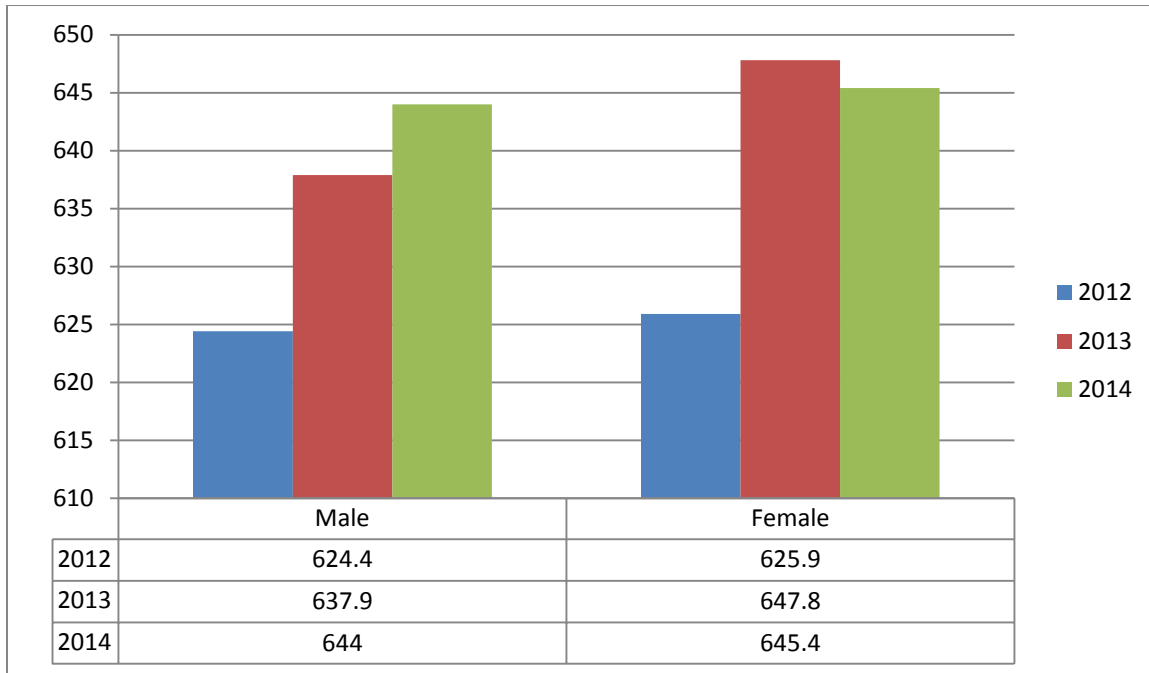
The following chart displays the difference between 3rd, 4th, and 5th grade students on PASS social studies by ethnicity. The African American and Hispanic students had a lower mean score when compared to the white students.



The following chart displays the difference between 3rd, 4th, and 5th grade students with subsidized meals, LEP and learning disabilities on PASS Social Studies. The mean score for LEP and subsidized meals students was approximately twenty-three points higher than students with a disability.



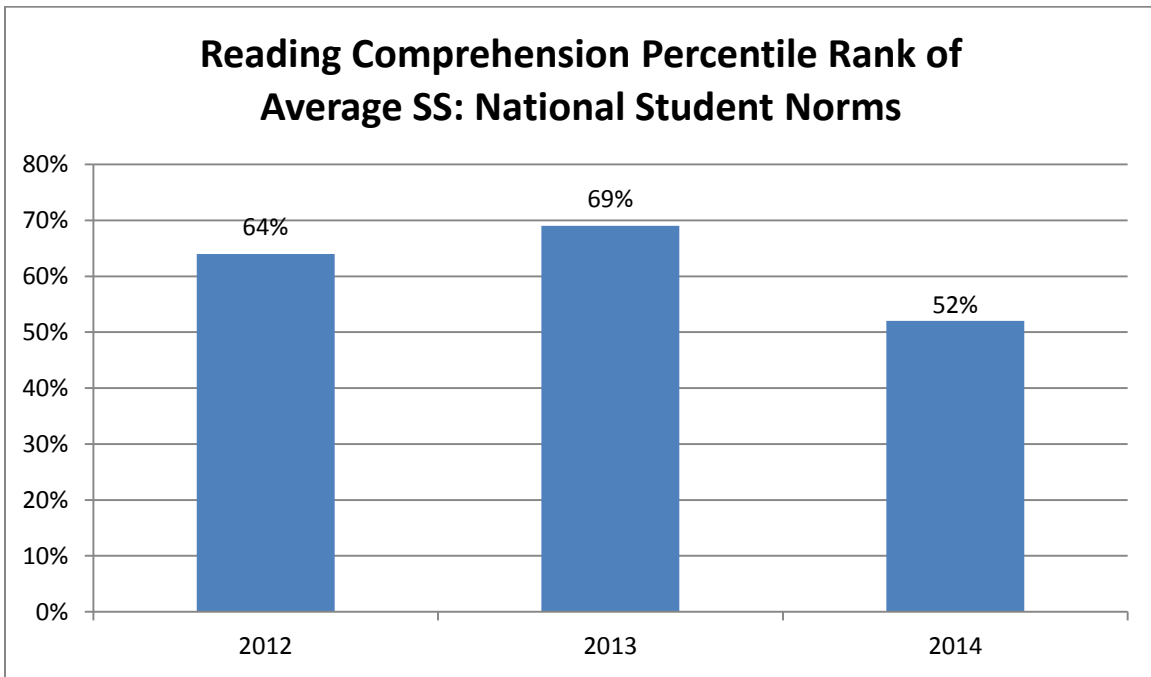
The following chart displays the difference between our male and female 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students on PASS Social Studies.



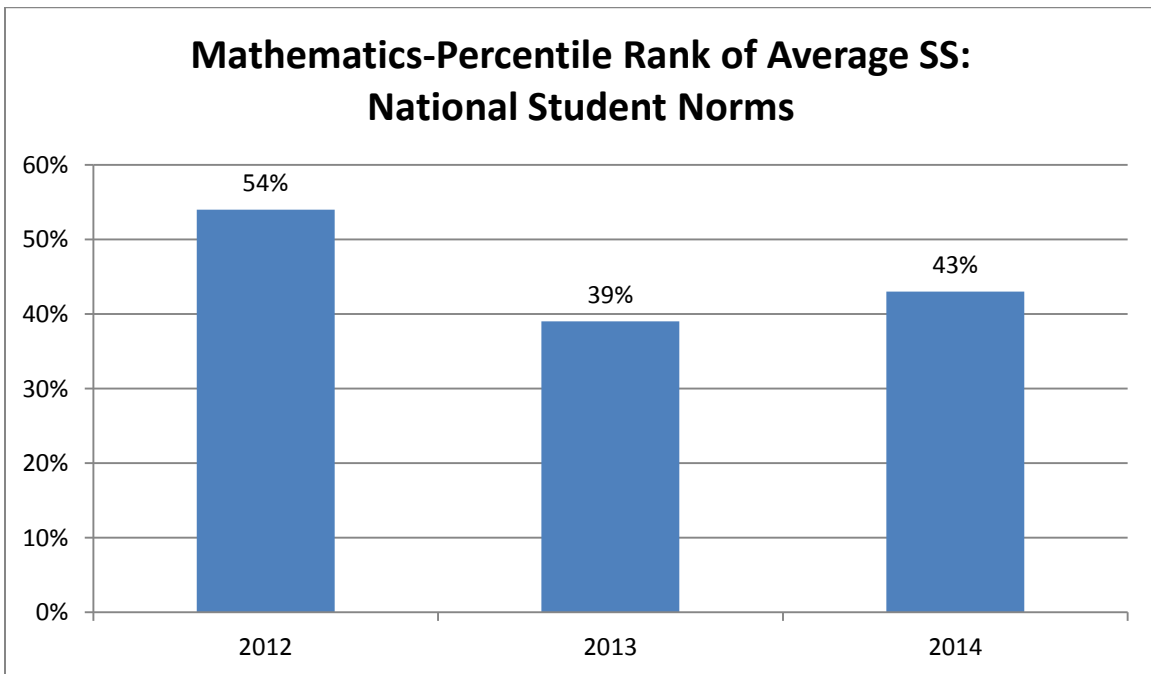
Data indicates a 1.4 difference between males and females on the PASS Social Studies test.

## ITBS-2<sup>nd</sup> Graders

The following graph shows the progress of students in the area of Reading comprehension on ITBS the past three years.



The following graph shows the progress of students in the area of Mathematics on ITBS the past three years.



## **Chandler Creek Elementary School Professional Development Plan**

The school and district provide professional development for teachers and administrators to improve student achievement for continuous improvement. Certified staff members are required to attend 24 hours a year in professional development. The school must offer 12 of those hours on-site. Each certified staff member is responsible for earning the remaining 12 hours on his/her own time at events such as Summer Academy and the Upstate Technology Conference.

All induction teachers are paired with a state-trained mentor to aid from college to the teaching field. The school district provides training throughout the year for induction teachers. Also, teachers new to our school that transferred from another school also are provided a mentor to provide support during their first year at a new school.

Professional development sessions are aligned with the Educational Plan of Greenville County School District. Goal Number 1 focuses on raising the academic challenge and performance of each student. Multiple sessions are offered throughout the year to provide teachers will research based strategies teachers can use in the classroom to increase students achievement and raise the level of rigor. These opportunities guide the programs through the programs we use at Chandler Creek, including Upstate Writing Project, Balanced Literacy, Learning Focused, The International Baccalaureate Program, PLC's and inquiry instruction. Our second goal ensures that qualified personnel are employed. All staff members are provided ample opportunities to attend professional development throughout the year and during the summer to broaden their knowledge and skills.

Teachers meet and plan regularly to determine student academic levels, align curriculum to the standards, create common assessments and analyze data. During these meetings, teachers also collaborate on ways to improve scores and share ideas on how to differentiate instruction. Teachers who have not had Learning Focused training will be trained at the school level. Opportunities are also made available for teachers to expand their proficiency in the area of technology.

Chandler Creek will continue to offer program and curriculum support in the upcoming school years. At Chandler Creek support is an important goal. We feel that it is important to assist teachers in the understanding of our curricular programs. There will always be new and innovative ideas that benefit our students, and it is our goal to make sure that our teachers have the tools necessary to enlighten and engage our children. We will continue to assess our performance goals and make changes as the year progresses.



**Professional Development Calendar 2014-2015**  
**Yearly Focus- The Student: Reaching Dimensions of Learning**

August	12 <sup>th</sup>	Principal's Welcome Keynote: The Journey Forward Procedural Passport	January	7 <sup>th</sup>	Intro to Self-Study IB Focus
	13 <sup>th</sup>	Passport to Social and Emotional Growth Data Overview: Mapping out the Itinerary		9 <sup>th</sup>	Balanced Literacy Training
	18 <sup>th</sup>	Faculty Council		14 <sup>th</sup>	POI/IB Planner Workday
	26 <sup>th</sup>	Instructional Initiatives		21 <sup>st</sup>	Vertical Teams- Mid- year Review IB Connection
				28 <sup>th</sup>	Faculty Council
September	3 <sup>rd</sup>	Data Meetings with Grades 2-5	February	Week of 2 <sup>nd</sup> -6 <sup>th</sup>	Incremental Team Meetings Faculty Awards Day
	10 <sup>th</sup>	Vertical Teams ( Norms, Ideas)		4 <sup>th</sup>	ACT/PASS Overview to Staff
	16 <sup>th</sup>	Demonstration vs Modeling (Tami Finley)		11 <sup>th</sup>	Data, Depth and Discernment
	24 <sup>th</sup>	Book Talk Chapters 1-6 "A New Day, A New Way"		25 <sup>th</sup>	Faculty Council
October	1 <sup>st</sup>	Faculty Council- Goal Setting with teams (goals meeting through October)	March	Week of 2 <sup>nd</sup> -6 <sup>th</sup>	IT Meetings
	6 <sup>th</sup>	Balanced Literacy Training		11 <sup>th</sup>	Developing Conceptually Based Central Ideas
	8 <sup>th</sup>	Whole Staff- Acquisition Lessons-Level 1 Learning( Vocabulary Strategies)		18 <sup>th</sup>	Self-Study Teams Meet
	15 <sup>th</sup> and 22 <sup>nd</sup>	Vertical Teams-Data Review of High need areas and Vocabulary		25 <sup>th</sup>	Faculty Council
	29 <sup>th</sup>	Book Study- Team Assessments			
November	5 <sup>th</sup>	Faculty Awards Day	April	8 <sup>th</sup>	Self-Study Teams Meet
	Week of 10 <sup>th</sup> -14 <sup>th</sup>	Team Assessments Book Study in Grade Level Meetings		15 <sup>th</sup>	Staff Awards/Social
	10 <sup>th</sup>	Balanced Literacy Training		29 <sup>th</sup>	Faculty Council
	12 <sup>th</sup>	*** Inclusive Practice- power of 2 Linda Patterson, Nancy Lester- 1 ½ hours			
	19 <sup>th</sup>	A-Team/504/Interventions	May	6 <sup>th</sup>	Complete 5 Dysfunctions of Team Book Study
		20 <sup>th</sup>		Self-Study Teams Meet and Report Out Action Plans	
		27 <sup>th</sup>		Faculty Council planning for 15-16	
December	Week of 1 <sup>st</sup> -5 <sup>th</sup>	Incremental Team Meetings			
	10 <sup>th</sup>	Whole Staff- Acquisition- Level 1 Learning- (Activating Strategies- the hook & Rocket Math			

## Looking ahead to 2015-2016

While the 2015-2016 professional development calendar is not completely set yet, Chandler Creek's professional development priorities will include:

- Balanced Literacy
- Technology Integration
- Upstate Writing Project
- Newly adopted South Carolina Standards in ELA, Math and Science
- Differentiation of instruction/Flexible grouping

Planned Wednesday Meetings (All subject to change)

1<sup>st</sup> Wednesday Whole Faculty Meeting/Professional Development  
Upstate Writing Project

2<sup>nd</sup> Wednesday Differentiated Book Study  
Curricular Connections  
Small Group Learning/Teachers Teaching Teachers

3<sup>rd</sup> Wednesday IB  
Self-Study

4<sup>th</sup> Wednesday Faculty Council



**PERFORMANCE Goal 3:** Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**PERFORMANCE Goal 4:** Meet or exceed the standard in Social Studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**PERFORMANCE Goal 5:** Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

**Goal 3**

- Development of curriculum maps
- Use of Rubicon Atlas
- Use of Science Lab for hands-on inquiry based lessons twice a month for grades 3-5
- Analyze PASS data at each level (teacher, grade, school) to determine student's strengths and weakness and areas of the curriculum that need improvement
- Continue to use multi-media to engage students and further inquiry (United Streaming, video conferences, virtual fieldtrips, Flipcharts)
- Virtual Science Lab once a week for grades 4 and 5

**Goal 4**

- Development of curriculum maps
- Use of Rubicon Atlas
- Analyze PASS data at each level (teacher, grade, school) to determine student's strengths and weakness and areas of the curriculum that need improvement
- Increase Rigor by the intentional use of the ideas of Marzano and Pickering found in their teacher's manual Building Academic Vocabulary
- Increase the use of Primary and Secondary Sources (integrating with ELA)

**Goal 5**

- Analyze ITBS data at each level (teacher and grade level) to determine student's strengths and weakness and areas of the curriculum that need improvement
- Increase the range of skills when planning to include applying information, making inferences, evaluating, explaining, and other higher-order skills
- Volunteer tutors will work with students below grade level
- Students will be assigned a fifth grade mentor
- Work with students to set appropriate goals based on ITBS data. Review and revisit goals periodically throughout the year.

**Goal Area:** Ensure quality personnel in all positions.

**Performance Goal 1: All teachers have to be highly qualified.**

- Spring survey for professional development analysis of needs
- Continue to plan professional development that is research based and reflects best practices.

	<ul style="list-style-type: none"> <li>• Continue to use PLCs to promote collaboration and gain feedback regarding PD</li> <li>• Use creative scheduling to allow more time for common planning and collaboration.</li> <li>• Peer observations will be used as a means of job-embedded staff development</li> <li>• Direct instruction through peer modeling in-services</li> </ul>
<p><b>Goal Area:</b></p> <p><b>GOAL AREA 3:</b> Provide a school environment supportive of learning.</p> <p><b>PERFORMANCE GOAL:</b> Achieve an annual student attendance rate of 95%.</p>	<ul style="list-style-type: none"> <li>• Continue with daily, weekly and yearly recognition of perfect attendance</li> <li>• Expand community partnerships to secure additional resources for perfect attendance incentives.</li> </ul>

**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 each year.

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in writing as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

## ACT ASPIRE ENGLISH

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in English as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in English as measured by ACT Aspire.

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

**ACT ASPIRE READING**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Meet or exceed the standard in reading as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*



**ACT ASPIRE MATH**

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:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

**ANNUAL OBJECTIVE:** Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Baseline data to be established in 2014-15.\*

**ACT ASPIRE % TESTED**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

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

<b>% Tested ELA – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – School</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

\*Baseline data to be established in 2014-15.\*

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:** Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

**SCPASS SOCIAL STUDIES**

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:** Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

**ANNUAL OBJECTIVE:** Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	<b>Baseline 2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

\*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.\*

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:** Meet or exceed the national norm of 50<sup>th</sup> 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 50<sup>th</sup> percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

**DATA SOURCE(S):** Fall ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	52 <sup>nd</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	43 <sup>rd</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	60 <sup>th</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
District Actual Performance	52 <sup>nd</sup> percentile			

\*Fall 2014 students began taking a new form of the ITBS\*

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Implement research-based instructional delivery models a. Learning Focused b. Balanced Literacy c. Inquiry-Based Learning d. Power Writing e. Calendar Math/Everyday Counts	2013-2018	Classroom Teachers  Instructional Coach			Lesson plans Observations
Leveled readers will be utilized to increase fluency and student success in reading and comprehending informational text	2013-2018	Teachers			Lesson plans Observations Benchmarking
Resource teachers will use the SRA curriculum	2013-2018	Resource Teachers			Lesson plans Observations Individual Student Assessments
Compass Learning and RAZ Kids will be utilized weekly to provide students with individualized lessons based on MAP results in reading and math.	2013-2018	Teachers			Reports
Teachers will use Rigby Benchmarks as a diagnostic tool	2013-2018	Teachers			Running Records
Teachers will be trained and utilized Thinking Maps in instructions	2013-2018	Teachers Instructional Coach			Student Work and display of Thinking Maps
District Writing Prompts	2013-2018	Teachers			Completed Prompts/analysis
ESL-English Second Language Pull-out/English in a Flash Computer Program	2013-2018	ESOL Teacher and ESOL Aide			Individual Assessments and Records
Common Core MAP will be utilized as a diagnostic tool to track student progress and set goals in ELA and Math	September, December, and March 2013-2018	Instructional Coach Teachers			Individual Student and class reports
CIS Afterschool Program	September to May	Community in Schools			Yearly Assessment and Data (MAP



	2013-2018	Director			and PASS)
Research Skills and Primary and Secondary Sources will be taught by the classroom teacher and reinforced by the Media Specialists.	2013-2018	Teachers Media Specialist			Lesson Plans Observations
Promethean Boards, Activotes and ActivExpressions will be utilized in all classrooms to provide students with more interactive activities.	2013-2018	Teachers			Lesson Plans Observations
The Response to Intervention (RTI) program will be implemented in grades K5-1 <sup>st</sup> for students who have been identified as at-risk in the area of Reading based on the AIMSWeb screening instrument.	2013-2018	K5-2 <sup>nd</sup> Teachers Interventionist			Intervention Plan Data Results Observations
Examine and analyze MAP and PASS results, reading benchmarks, common assessments, quizzes, IXL reports to determine student needs and plan instruction.	2013-2018	Teachers Administration Instructional Coach			Spreadsheets Agendas Lesson Plans Data Analysis Worksheets
Instructional Coach will utilize Professional Learning Communities to facilitate deeper analysis and reflection of instructional practices	2013-2018	Teacher Instructional Coach			Agendas Meeting Minutes
Common Core curriculum standards will be implemented accordingly and curriculum maps developed.	2013-2018	Teachers Instructional Coach			Completed curriculum maps Observations Lesson plans
Implement Math Superstars	January-May 2013-2018	Parent volunteers			Class charts of progress

**PROFESSIONAL DEVELOPMENT**

Student Achievement  Teacher/Administrator Quality  School Climate  Other Priority

**GOAL AREA 2:** Ensure quality personnel in all positions.

**FIVE YEAR PERFORMANCE GOAL:** Teachers will meet or exceed professional development requirements as presented by Greenville County Schools with a focus on implementation of Common Core State Standards, Balanced Literacy and IB.

**ANNUAL OBJECTIVE:** Teachers will be provided with a minimum of the 12 hours required to be offered at the school level (out of the 24) from 2012-2018.

**DATA SOURCE(S):** Professional Development Portal

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	25	30			
Actual	22	20	32				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
On-line Survey of faculty to determine professional development needs	2013-2018	Instructional Coach			Survey Results Professional Development plan
The leadership team will develop a professional development plan based on the results of the faculty survey.	2013-2018	Leadership Team			Professional Development Plan
Teachers will conduct peer observations at least twice a year.	2013-2018	Teachers Administration			Reflections
Best practices and Research Based Approaches will be the focus of on-site professional development sessions.	2013-2018	Instructional Coach			Agendas Handouts Portal Printouts

**STUDENT ATTENDANCE**

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 – School Profile page – Students section

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.2	96.5	96.5				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

**PARENT SATISFACTION – LEARNING ENV.**

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 89.8% in 2012 to 92.3% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by ½ a percentage point(s) annually parents who are satisfied with the learning environment.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #5

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	89.1	90.1	91.1	92.1	93.1
School Actual	89.8	88.1	95.3				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	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:** Increase the percent of students who are satisfied with the learning environment from 82.8% in 2012 to 87.8% by 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 – Student Survey item #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	92.2	93.3	94.3	95.3	96.3
School Actual	82.8	91.2	80.5				
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	81.6				

**TEACHER SATISFACTION – LEARNING ENV.**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 94.7% in 2012 to 100% by 2018.

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

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #27

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	89.2	90.2	91.2	92.2	93.2
School Actual	94.7	88.2	100				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

**PARENT SATISFACTION – SAFETY**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 90.2% in 2012 to 95.2% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1 percentage point(s) annually parents who indicate that their child feels safe at school.

**DATA SOURCE(S):** SDE School Report Card Survey results – Parent Survey item #18

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	96.4	97.4	98.4	99.4	100
School Actual	90.2	95.4	96.8				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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

**STUDENT SATISFACTION – SAFETY**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 88.4% in 2012 to 93.4% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1 percentage point(s) annually students who feel safe at school during the school day.

**DATA SOURCE(S):** SDE School Report Card Survey results – Student Survey item #30

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	94.0	95.0	96.0	97.0	98.0
School Actual	88.4	93.0	86.9				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				



**TEACHER SATISFACTION – SAFETY**

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 from 100% in 2012 to 100% by 2018.

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

**DATA SOURCE(S):** SDE School Report Card Survey results – Teacher Survey item #39

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
School Projected	X	X	99.2	99.2	99.2	99.2	99.2
School Actual	100	98.2	97.8				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Quarterly Awards	2013-2018	Guidance Counselors Teachers			Perfect Attendance Printouts
Morning and Afternoon Announcements of classes with perfect attendance	2013-2018	Principal			Daily Attendance Reports
Incentives program from local businesses	2013-2018	Leadership Team Guidance			Record of Participating businesses
Intervention conferences	2013-2018	Principal Asst. Principal Attendance Clerk			Log of conferences

[2013-2014 School Report Card](#)

[2013-14 ESEA \(Federal Accountability Rating System\)](#)