

**Greenville County School District  
Cherrydale Elementary School  
Strategic Plan  
2018-19 through 2022-2023**



**302 Perry Road  
Greenville, South Carolina 29609  
864-355-3300**

**Debra R. Johnson, Principal  
Dr. W. Burke Royster, Superintendent**

## SCHOOL RENEWAL PLAN COVER PAGE

### CHANDLER CREEK ELEMENTARY

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

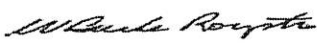
### SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (*one year*)

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

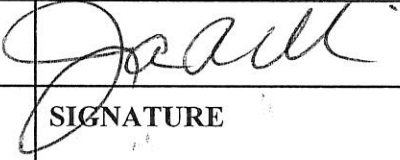
#### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

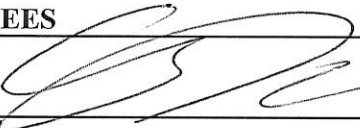
#### SUPERINTENDENT

Dr. W. Burke Royster		8/15/18
PRINTED NAME	SIGNATURE	DATE

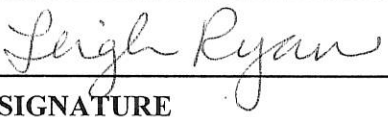
#### PRINCIPAL

Jane Mills		8/16/18
PRINTED NAME	SIGNATURE	DATE

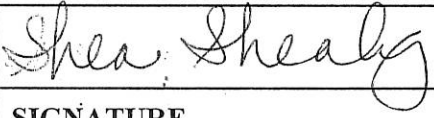
#### CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/18
PRINTED NAME	SIGNATURE	DATE

#### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Leigh Ryan		8/16/18
PRINTED NAME	SIGNATURE	DATE

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

Shea Shealy		8/16/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 301 Chandler Road

Greer, SC 29651

SCHOOL'S TELEPHONE: (864) 355-2400

PRINCIPAL'S E-MAIL ADDRESS: jrmills@greenville.k12.sc.us

## STAKEHOLDER INVOLVEMENT FOR SCHOOL RENEWAL

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

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	<u>Debra R. Johnson.</u>
2. TEACHER	<u>Jami Christian</u>
3. PARENT/GUARDIAN	<u>Kimberly Black</u>
4. COMMUNITY MEMBER	<u>Nancy Cooper</u>
5. PARAPROFESSIONAL	<u>Jennifer Hill</u>
6. SCHOOL IMPROVEMENT COUNCIL MEMBER	<u>Pastor Robert Vincent</u>
7. Read to Succeed Reading Coach	<u>Veronica Carter</u>
8. School Read to Succeed Literacy Leadership Team Lead	<u>Veronica Carter</u>
9. School Read to Succeed Literacy Leadership Team Member	<u>Angela Walker</u>

OTHERS\* (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step Representative)

\*\* Must include the School Read to Succeed Literacy Leadership Team.

<u>POSITION</u>	<u>NAME</u>
Assistant Principal	Jordan O'Toole
Title I Facilitator	Dr. Sharolyn Simmons
Teacher	Cameron Brice
Teacher	Stephanie Whittenberg

## ASSURANCES FOR SCHOOL PLAN

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

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

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, PreK–3</b> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Academic Assistance, Grades 4–12</b> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parent Involvement</b> The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Staff Development</b> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Collaboration</b> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmental Screening</b> 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.
<input type="radio"/> Yes <input checked="" type="radio"/> No	<b>Half-Day Child Development</b> The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.

<input type="radio"/> N/A	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Developmentally Appropriate Curriculum for PreK–3</b> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Parenting and Family Literacy</b> The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Recruitment</b> The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b> 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**

During the 2017-2018 school year, Cherrydale updated the School Strategic Plan using the South Carolina State Department guidelines.

Our Faculty Council and Vertical teams updated the various sections of the Strategic Plan. Each group looked at data which always drives our instructional decisions. Teams met monthly to finalize all information.

The categories utilized in this school portfolio are:

- Introduction
- Executive Summary
- School Profile
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan

<b>Faculty Council</b>	<b>Math</b>	<b>ELA</b>	<b>Science</b>	<b>Social Studies</b>
<b>Action Plan/ Perceptions</b>	<b>Executive Summary</b>	<b>School Profile</b>	<b>Mission/Vision/ Beliefs</b>	<b>Data Analysis</b>
Debra Johnson	Candi Titus	Sarah Cooper	Ashley Robinson	Sabrina Garrison
Jordan O'Toole	Samantha Massey	Angela Walker	Bri Furr	Terrell Brown
Kimberly Black	Jeanette Bruton	Cameron Brice	Cazzandra Sawyer	Saundra Hammond
Veronica Carter	Shemika Anderson	Jami Christian	Elizabeth Bobinski	Sarah Ellis
Regina Smith	Jamie Christian	Lynn Butler	Melanie Darnell	Damaris Mejia
Kendra Simpson	Dewain Fludd	Steven Thompson	Stephanie White	Elizabeth Roe
Angela Walker	Ashley Citenio	Margaret Ellis	Kate Bear	Danielle Jones
James Steadman	Angela Bailey	Anne Alewine	Dru Filter	Tanya Lawless
Cameron Brice	Anne Alewine	Sunny Klim	Carmen Baker	Ashley Murphy
Lynn Butler	Suzanne Brevetta	Elizabeth Poole	Frieda Woods	Stephanie Whittenberg
Steven Thompson	Julie Copeland	Mary Griffin	Cindy Gibbs	Kim Black
Dr. Colleen Chavous	Nina Hendrix	Grace Eskew	Sunny Klim	Veronica Carter
Carmen Baker			Jamar Armstrong	Cameron Brice
Dr. Sharolyn Simmons,				Dr. Sharolyn Simmons,
Michelle Mills, PTA Treasurer				Kimberly Black

## **Executive Summary**

**Summarize findings of student achievement:**

- 27 % of third through fifth grade students met or exceeded Math benchmark on SCReady
- 26 % of third through fifth grade students met or exceeded ELA benchmark on SCReady
- ESEA letter grade of B for the 2014 school report card
- Earned an Average Absolute Rating on the 2014 School Report Card
- Increased the Growth Rating from Average to Good on the 2014 School Report Card
- We continue to be concerned about the achievement, however, we have made gains in our growth rating.
- Over 35% of students in 2<sup>nd</sup> grade made their MAP target RIT goals in the area of reading
- %38 of students in grades 2<sup>nd</sup> made their MAP target RIT goals in the area of math

#### **Summarize findings for teacher and administrator quality**

- 100% of Cherrydale administration and staff are highly qualified
- Quality staff development is provided on campus
- Staff development is designed to help teachers maintain highly qualified certification

#### **Summarize findings for school climate**

- Needs Assessment for School Climate: (Parent Survey)
  - According to our parent survey from the 2017 school report card, over 87% of our parents indicated satisfaction with the learning environment.
- Needs Assessment for Teacher and Administrator Quality: (Survey)
  - According to the teacher survey, 90% of our teachers are satisfied with the learning environment, social and physical environment, and the school-home relations.

We continue to explore ways to improve our overall learning environment with parents and students in order to involve all stakeholders in improving our school climate.

#### **Cherrydale's significant awards, results, or accomplishments from the past three years**

- |   |   |
|---|---|
| • DHEC Grants                               | • Public Education Partners               |
| • Donors Choose Grant Recipients            | • Reflections Winner (District and State) |
| • Safe Kids School Award                    | • Safe Kids Award                         |
| • Fresh Fruits and Vegetable Grant          | • Digital Leader Corp                     |
| • LiveWell Greenville Healthy School        | • Captain Plant Learning Garden           |
| • Palmetto Silver Award for Performance     | • Food Diversion Program                  |
| • Palmetto Silver Award for Closing the Gap | • Atlas Organics Composting Program       |

#### **Cherrydale's significant challenges from the past three years**

As indicated by the testing data, the greatest challenge facing Cherrydale Elementary is academic growth among a subgroups. With the changing needs of our students, our challenge will be how to address those individual needs. We are working to improve the overall academic achievement for all of our students. Ongoing targeted professional development will be implemented to support students in Reading, Writing, Mathematics, Social Studies and Science.

## **School Profile**

Cherrydale Elementary School is located in northwest Greenville, South Carolina. It began formal operations during the 2004-05 school year. Cherrydale Elementary School was formed after Cone Primary and Sans Souci Intermediate schools were consolidated into one school in March 2003. Cherrydale Elementary School is a two-story structure that has a current student population of 667 students. Our student enrollment has changed in terms of cultural diversity, and our faculty and staff have grown to accommodate our changing population. As we have grown, our student population has become more diverse regarding both ethnicity and socio-economic status. Currently, the student enrollment is comprised of 46.7% Hispanic, 13.6% Caucasian, 35.1% African-American, and 4.5% other ethnic backgrounds. The school serves students in K4 through Grade 5. Our poverty index is 89.7%. We receive Title I funds to assist in providing additional instructional programs, services, and materials to support student achievement in English Language Arts and Mathematics.

Cherrydale Elementary School provides a comprehensive and challenging curriculum to all students. Our curriculum is based on the state's new standards implemented fully during the 2014-15 school year in the content areas of ELA and math. Students are instructed in Reading, Language, Math, Science/Health and Social Studies. Students also receive instruction in Art, Music and Physical Education each week. We offer guidance instruction, technology skills instruction and media instruction on a rotating basis.

## School History

The school was founded in 1958 as an elementary school for students in grades K5 - grade 8. It was built using the "Florida Style Plan" with six permanent buildings on a fourteen acre site located near the intersection of Old Buncombe Road and Cedar Lane Road. The land was donated in part by the Cone family in memory of Mr. Herman Cone, a former executive of Cone Mills. The school was then named in honor of Mr. Cone. When the school opened in 1958, the staff consisted of teachers from the old American Spinning School. The pupils attending the new school came from the old American Spinning School, Monaview School, and Sans Souci School. In the fall of 1964 the students from Park Place School were placed at Cone following the closing of that school. Also, students attending the Poe Mill School were assigned to Cone following that school's closing in 1965. For a period of six years, children who finished the sixth grade at Monaview were sent to Cone to attend the seventh grade.



In August 2000, this institution began its first year as a primary school specifically addressing the needs of students in grades K4 – grade 2. In 2003-2004, Cone Primary and Sans Souci Intermediate School were consolidated into one school on the Cone campus. A new school building was constructed at the old Sans Souci campus at 302 Perry Road. On December 9, 2003, the Greenville County School Board of Trustees voted to rename the school Cherrydale Elementary for 2004-2005 school

Originally, the school's surrounding community included a thriving textile community. Families lived, worked, shopped, and were educated all within this community. Many families lived in "mill houses" which were within walking distance of the school. The school and community has evolved as many of the surrounding businesses have closed or relocated. In recent years, the community surrounding Cherrydale Elementary School has seen much commercial growth. In 2014 a new apartment housing, Parker Cone, was built on the old Cone Primary site. Restaurants and retail stores are now located just a few blocks away. As commercial growth continues residential growth has progressed at a slower rate in the neighborhoods around the school. Efforts are being made to renovate and update homes along Perry Road where Cherrydale is located.

### Cherrydale Attendance Area

The community surrounding Cherrydale Elementary School has seen much commercial growth in recent years. Numerous restaurants and retail stores are now located just a few blocks away. As commercial growth continues residential growth has progressed at a slower rate in the neighborhoods around our school. However, in recent months efforts are being made to renovate and update homes along Perry Road where Cherrydale is located. Another addition has been the construction of a large apartment complex on the site on the old Cone Elementary School. Children of school age living in these apartments are enrolled at Cherrydale Elementary. Students at Cherrydale Elementary School are mostly from high poverty neighborhoods. Our poverty index is approximately 76.99%

**Current Enrollment 2017-2018 by grade levels:**

<b>4K</b>	<b>5K</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>	<b>Total</b>
38	117	116	105	115	100	81	672

## **School Leadership**

**Our Leaders – Debra Johnson, Principal and Jordan O’Toole, Assistant Principal**

### **Debra R. Johnson**

Mrs. Debra Johnson is the principal of Cherrydale Elementary School. She has held this position for three years. Mrs. Johnson has served 27 years as an educator. Prior to her assignment at Cherrydale, Mrs. Johnson served fourteen years in Greenville as an assistant principal at Hillcrest High School and Armstrong Elementary School. Prior to relocating to Greenville, SC, Mrs. Johnson was a middle school teacher, assistant principal, and principal in Chester, South Carolina.

A graduate of Winthrop University in Rock Hill, South Carolina, she earned a Bachelor of Science Degree in Elementary Education. Additionally, Mrs. Johnson completed graduate studies at University of South Carolina and Winthrop University. While there she earned a Master of Education Degree in Educational School Leadership and Early Childhood Education. She additionally earned an Education Specialist Degree from South Carolina State University with a Superintendent concentration. She has responsibility of overseeing every aspect of the school.

### **Jordan O’Toole**

Cherrydale’s Assistant Principal is Jordan O’Toole. Mrs. O’Toole received her B.S. degree from Gardner and Webb University and attended Florida State University for graduate level work. At Florida State University, Mrs. O’Toole received her Master of Arts degree in Elementary Education, and an additional certification in Elementary Administration. Mrs. O’Toole has over 15 years of experience as a teacher and administrator. She has taught kindergarten, second, fourth and fifth grades at the elementary level. Mrs. O’Toole was an Administrative Assistant at Mauldin and Berea Elementary schools, before becoming an Assistant Principal at Cherrydale

**The Leadership Team** consists of the principal, assistant principal, instructional coach, literacy specialist and Title I facilitator. The team meets to discuss ways to increase student achievement through analysis of data, both formal and informal, as well as curriculum planning. The instructional coach and literacy specialist are available to team teach and present model lessons as requested by teachers or as suggested by the school administration. This group collectively plans professional development throughout the year. They also work together to prepare presentations for district personnel.

**Faculty Council** is one of the most valuable vertical team/professional learning communities in the building. Comprised of teachers from each grade, special education, related arts and ESOL this team meets with the Leadership Team the last Wednesday of each month. The team discusses everything from schedules, professional development, curriculum, and assessment. This vertical team also attends a summer retreat where the goals and events are planned for the upcoming school year.

### **Instructional Staff**

The school is staffed with a principal, assistant principal, 52 teachers, instructional coach, school counselor, literacy specialist, 1.5 half literacy interventionists, Title I facilitator, and behavior interventionist. The support staff includes 9 paraprofessionals, parent coordinator, nurse, 3 office staff, one media clerk, 6 cafeteria workers, and 5 custodial staff. The average teaching experience ranges from 1 to 32 years of teaching experience.

### **Parental Involvement**

At Cherrydale we strive to make parents of all our students feel welcome at our school and community members as well. We offer a wide variety of activities for parents to participate in and are always looking for new opportunities to bring parents into our school. We communicate and inform parents of these and other school events through newsletters, mailings, e-mail, and utilization of the school messenger system, the school marquee, bulletin boards, notes home and personal phone calls. We communicate in both English and Spanish as much as possible. Our goal is to reach as many parents as possible by offering a variety of activities ---- Open House, Book fairs, Math and Science Night, ELA and Social Studies Night, Awards Programs, Choral and Art presentations.

We believe that parental involvement at school positively impacts the educational achievement of a child.

### **Community Business Partners**

Cherrydale enjoys the eager support of its parents and community volunteers. For the past several years, volunteers have contributed up to 4,000 hours per year. The School Improvement Council/Title I Planning Committee is actively involved at Cherrydale. This group is composed of parents, community volunteers, teacher representatives, and school administrators.

The role of the Cherrydale Elementary School Improvement Council (SIC)/Title I Planning Committee is to:

- Evaluate the effectiveness of the use of Title I funds (programming, materials, professional development, etc.)
- Assist in the annual development of the Title I Plan
- Assist in the development, implementation and evaluation of the five-year school improvement plan (also known as the school renewal plan or strategic).
- Assist in the preparation of yearly plan updates;
- Write the annual Report to the Community, which provides information on the school's progress in meeting school and district goals and objectives, due for distribution by April 30;
- Prepare the annual 425-word narrative for the School Report Card, in conjunction with the principal;
- Provide advice on the use of school incentive award expenditures (if allocated by the legislature and awarded to the school);
- Serve as liaison between the school, school organizations, the community and the local school board by collecting and disseminating pertinent information;
- Provide other assistance that the principal may request as well as carrying out any other duties prescribed by the local school board.

Cherrydale is fortunate to have established partnerships in the community. These partnerships consist of businesses, universities, organizations, churches, and other schools within the district. Community and business

partners provide a wide range of services and support to our school. Kiwanis Club International sponsors and assists us each quarter with recognizing two students from each homeroom class who exhibits good character and citizenship skills for our Terrific Kids program. Churches and colleges/universities in the area around Cherrydale Elementary provide various school supplies, Christmas for children, food and offer volunteer, tutoring, and mentoring services to our students. For the past 14 years, Mount Calvary Baptist Church offers a release time program for approximately 120 Cherrydale students on Wednesdays. They also provide Spanish translation services to assist with parent events, such as Meet the Teacher. Brookwood and San Souci Baptist provide school supplies and mentors to students. Greenville Community Church provides lunch for teachers each month and host Community Fun Day Carnivals during the school year.

## **Major Academic and School Programs**

### **Vertical Teaming**

At each grade level, teachers are encouraged to work together as a team. We are working across grade levels to ensure a continuum of learning. These vertical teams are set up to make sure every teacher is teaching to the standards and that each is clear on what we want our students to know and be able to do. Cherrydale is using a vertical teaming approach that includes a representative of each grade level as well as a member of our Related Arts team. Vertical teams meet once a month to ensure that teachers have the opportunity to collaborate in order to improve teaching and learning.

### **Balanced Literacy**

As a school, we have consistently implemented a variety of best practices such as balanced literacy, Power Writing, and have been intentional in ensuring rigor in teaching reading and writing. Cherrydale teachers have received extensive professional development in Fountas and Pinnell as another approach to providing students with meaningful reading and writing instruction in order to improve student achievement. We continue to implement literacy centers, refine assessments in order to level students appropriately in regards to reading texts, and implement full use of a school-wide leveled library. Our Literacy Specialist serves as the Read to Succeed Lead and is a support to teaching of reading and writing.

### **Response to Intervention**

Early Reading Intervention (ERI) – This district program is implemented in each 5K classroom and is focused on letter recognition and letter sound recognition. All 5K students are “benchmarked” at the beginning of the school year. Students receiving scores in the “at risk” level are then enrolled in the program. Each 5K paraprofessional has been trained to teach the program and each one works with one group each day with 4-5 students in the group. These students are progress monitored every ten lessons. This year ERI and RTI teachers administered these progress monitoring assessments on their computers. Kindergarten students are assessed again in the winter and spring.

### **Panther Academy Afterschool Program**

During the 2017-18 school year, we served over 100 students in Panther Academy, which is an afterschool tutorial based program to help students who demonstrated weaknesses in MAP. Students worked with teachers to complete homework and Study Island enrichment activities for ELA and Math support.

## **Mission**

The mission of Cherrydale Elementary School is to provide a quality and caring instructional environment in which every child is respected and is given the opportunity to become independent learners, future leaders, and productive contributors of society.

### **Beliefs (Shared Vision)**

We believe:

- That our students can achieve
- That students will achieve best in a learning-centered environment
- That alternative teaching methods should be implemented as needed
- That data analysis is crucial to our growth as teachers
- That strong home-school communication is essential to the successful growth and development of each student
- That technology is an integral component of learning
- That strong business, community, and parent partnerships should be mutually beneficial
- That students learn best when they are actively involved in their learning and have hands-on experiences

### **Data Analysis and Needs Assessment**

The focus of Cherrydale Elementary is to provide equal education opportunities to all students, promote attitudes of self-worth, responsibility, success and confidence and provide a rigorous, comprehensive instructional program. Our comprehensive instructional program focuses on education as a shared responsibility between students, families and staff. Student achievement and the academic growth of our students continue to be our top priority. We analyze data to determine school goals that address the academic needs of all students and ensure that our long range plans promote continuous improvement. The long range plan and goals are consistent with Greenville County Schools Education Plan, which consists of five strategic goals. Our focus will be on goals 1, 2, and 3 of the district plan with activities and strategies designed to support goals 4 and 5.

## **FIVE GOAL AREAS**

### **1. Student Success**

*Deliver high-quality curriculum, instruction, and interventions that meet the needs of each student.*

### **2. Premier Workforce**

*Recruit, retain, and develop exemplary personnel in all positions.*

### **3. Caring Culture and Environment**

*Provide a safe and healthy environment that promotes learning and respectful relationships.*

### **4. Resource Stewardship**

*Ensure efficient use of resources through effective management and development.*

### **5. Community Engagement and Communications**

*Generate support and system effectiveness through engaging partnerships, communications, and recognitions.*

**Summarize findings of student achievement:**

- 37% of third through fifth grade students met or exceeded Math benchmark on SCReady
- 27% of third through fifth grade students met or exceeded ELA benchmark on SCReady
- 28% of fourth grade students met or exceeded Science benchmark on SCPASS
- 67% of fifth grade students met or exceeded Social Studies benchmark on SCPASS

We continue to be concerned about the achievement of all of our subgroups on SCReady and SCPASS

**Cherrydale Elementary  
SCReady  
2017**

<b>Meeting or Exceeding</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>ELA</b>	24%	21.9%	31.5%
<b>Math</b>	27.9%	17.8%	34.2%

**Cherrydale Elementary  
SCPASS Science and Social Studies Data  
2017**

<b>Met or Exemplary</b>		<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>Science</b>		27.8%	32.9%
<b>Social Studies</b>		70.8%	76.3%

**Teacher and Administrator Quality**

## **Summarized findings for teacher and administrator quality**

- 100% of Cherrydale administration and staff are highly qualified
- Quality staff development is provided on campus
- Staff development is designed to help teachers maintain highly qualified certification
- Technology staff development is provided to help teachers meet State Department technology proficiency

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students. ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels. Information about the state regulation and the ADEPT Guide. In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds.

**INDUCTION:** First year teachers are given Induction Contracts. Greenville County uses a First Year Success program to assist first year teachers in their Induction Year. Vital to this First Year Success program is a Mentoring Program. In their first year, teachers are assigned a trained mentor in their building to assist them as needed. They are also given written feedback periodically throughout the school year by their administrator and their mentor. In addition, First Year Success Seminars are held 5 times during the school year. The purpose of these seminars is to provide Induction teachers with a knowledge base of the PAS-T Performance Standards and to prepare them for formal evaluation. Induction Teachers are required to maintain a portfolio that is reviewed by their administration at the end of the school year.

**ANNUAL:** Teachers can also be issued an Annual I or II Formative or an Annual I, II or III Summative. Teachers in their second year of teaching are formally evaluated using the PAS-T/SAFE model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three person team is made up of a building level administrator, an ADEPT Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

**CONTINUING:** Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook.

## **Overview of the Performance Assessment System for Teachers (PAS-T)**

The PAS-T System has 8 Performance Standards. Each Performance Standard contains Performance Indicators that identify the key points in each of the standards.

1. Knowledge of Curriculum, Subject Content, and Developmental Needs
2. Instructional Planning
3. Instructional Delivery
4. Assessment
5. Learning Environment
6. Communication
7. Professionalism
8. Student Achievement

Each Performance Standard is rated on a four point scale.

1. Exemplary: High quality performance that exceeds the requirements contained in the job description as expressed in the evaluation criteria.
2. Proficient: High quality performance that meets the requirements contained in the job description as expressed in the evaluation criteria
3. Needs Improvement: Minimal performance which requires assistance in order to produce high quality results
4. Unsatisfactory: Performance has not met the requirements contained in the job description as expressed in the evaluation criteria

Information on a teacher's performance is collected using multiple data sources. Teachers will maintain information on their performance in a Portfolio. Teachers will also distribute Student Surveys. Observations, either formal or informal will be conducted by the members of the evaluation team. Teachers will use the process of Academic Goal Setting to show how the work of the teacher results in student progress.

We believe in providing teachers and staff members with quality professional development to support school goals. Our professional development plan is developed with input from all stakeholders in order to promote a community of professional learners. Our professional development calendar consists of workshops, book studies and grade level trainings with the instructional coach and administration. The district requires each teacher to participate in a minimum of 24 hours of professional development per year. At the school level we provide teachers with 16 hours of those hours.

## **Professional Development Calendar**

## 2017-2018

Date	Meeting	Facilitator(s)	Time
August 15	Orientation	Debra Johnson Jordan O'Toole Dr. Sharolyn Simmons Veronica Carter Kimberly Black	8:30 -2:00
August 23	KRA Faculty Meeting	Administration	3:00-5:00
August 30	Coaches Corner Balance Literacy	Kimberly Black Veronica Carter	Grade Level Planning
August 30	Faculty Meeting	Administration	3:00-5:00
September 6	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
September 6	Grade Level Planning	Grade Level Chairs	3:00-5:00
September 20	Mastery Connect Faculty Meeting Grade Level Planning	Administration	3:00-5:00
September 21	Technology Thursday – Google Sites	Teacher Leaders	3:00-4:00
September 28	Technology Thursday – Google Sites	Teacher Leaders	3:00-4:00
October 4	Technology Thursday – Google Sites	Teacher Leaders	3:00-4:00
October 5	Guided Math Faculty Meeting Grade Level Planning	Administration	3:00-5:00
October 11	iReady Faculty Meeting Grade Level Planning	Administration	3:00-5:00
October 18	SAMR Faculty Meeting Grade Level Planning	Avis Canty-Duck Administration	3:00-5:00
October 25	Read to Succeed Faculty Meeting Grade Level Planning	Administration	3:00-5:00
November 1	Study Island Faculty Meeting Grade Level Planning	Administration	3:00-5:00
November 1-2	Quarter 1 Schoolwide Data Day	Administration	8:15 – 2:30
November 8	IXL Faculty Meeting Grade Level Planning	Administration	3:00-5:00
November 15	Learning A-Z Faculty Meeting Grade Level Planning	Administration	3:00-5:00
November 22	RazKids Plus Faculty Meeting Grade Level Planning	Administration	3:00-5:00
January 24-25	Quarter 2 Schoolwide Data Day	Administration	8:15 – 2:30
April 11-12	Quarter 3 Schoolwide Data Day	Administration	8:15 – 2:30
April 18	Testing Training Faculty Meeting Grade Level Planning	Administration	3:00-5:00

*Other topics for 2017-18 – ELA (writing strategies), Technology (software, Google Classroom),*

## School Climate Needs Assessment

## School Climate Surveys

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement. Baseline data was gathered during the 2017-2018 school year to serve as a reference point for comparing changes in perception over time.

Survey responses are recorded in the chart. Results indicate that the respondents were quite satisfied with Cherrydale Elementary.

	Teachers	Students	Parents
<b>Number of surveys returned</b>	32	74	17
<b>Percent satisfied with learning environment</b>	91%	91%	88%
<b>Percent satisfied with social and physical environment</b>	91%	80%	87%
<b>Percent satisfied with school-home relations</b>	53%		88%

### Needs Assessment for School Climate:

#### Summarize findings for school climate

- (Parent Survey) According to our parent survey from the 2016-2017 school report card, 87.5% of our parents indicated satisfaction with the learning environment.
- (Teacher Survey) According to the teacher survey, 90.7% of our teachers are satisfied with the learning environment and 88.3% of our teachers are satisfied with the social and physical environment of our school. Also 69.8% of our teachers are satisfied with the school-home relations. However, we continue to explore ways to improve our overall learning environment with parents and students in order to involve all stakeholders in improving our school climate.

# Action Plan

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 26 (2017-18)	School Projected Elementary	31	36	41	46	51
		School Actual Elementary					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 48 (2017-18)	District Projected Elementary	51	54	57	60	63
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund/ Title I Funding	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class	2018-2023	ILT Teachers	TBA	General Fund/ Title I Funding	School surveys and observations

knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.					
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund/ Title I Funding	Attendance reports from district professional development offerings including summer courses.

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

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic    ☐ Gifted and Talented: Artistic    ☐ Gifted and Talented: Social and Emotional    *1 Academic Goal and 1 Additional Goal*    ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 2** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 37% in 2017-18 to 62% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 5% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 37 (2017-18)	<b>School Projected Elementary</b>	<b>42</b>	<b>47</b>	<b>52</b>	<b>57</b>	<b>62</b>
		<b>School Actual Elementary</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 52 (2017-17)	<b>District Projected Elementary</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>	<b>67</b>
		<b>District Actual Elementary</b>					

<b>ACTION PLAN FOR STRATEGY #2: Increase content and skills mastery learning at all levels.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund/ Title I Funding	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
2. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund/ Title I Funding	School surveys and observations
3. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund/ Title I Funding	Attendance reports from district professional development offerings including summer courses.

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

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic    ☐ Gifted and Talented: Artistic    ☐ Gifted and Talented: Social and Emotional    *1 Academic Goal and 1 Additional Goal*    ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 3** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase from 27% in 2017-2018 to 52% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by TBD annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 27 (2017-18)	<b>School Projected Elementary</b>	32	37	42	47	52
		<b>School Actual Elementary</b>					
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 55 (2017-18)	<b>District Projected Elementary</b>	58	61	64	67	70
		<b>District Actual Elementary</b>					

<b>ACTION PLAN FOR STRATEGY #3:</b> Increase content and skills mastery learning at all levels.	<b>EVALUATION</b>
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
4. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	Mastery Connect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
5. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations
6. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.

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

*Gifted and Talented Requires*   ☐ Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted

and Talented: Social and Emotional 1 Academic Goal and 1 Additional Goal <input type="checkbox"/> Gifted and Talented: Other
<b>PERFORMANCE GOAL: 4</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase from 68% in 2017-2018 to 93% in 2022-23.
<b>INTERIM PERFORMANCE GOAL:</b> The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by TBD annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 68 (2017-18)	<b>School Projected Elementary</b>	<b>73</b>	<b>78</b>	<b>83</b>	<b>88</b>	<b>93</b>
		<b>School Actual Elementary</b>					
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 74 (2017-18)	<b>District Projected Elementary</b>	<b>77</b>	<b>80</b>	<b>83</b>	<b>86</b>	<b>89</b>
		<b>District Actual Elementary</b>					

ACTION PLAN FOR STRATEGY #4: Increase content and skills mastery learning at all levels.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
7. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
8. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics) by incorporating themes into district curriculum.	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations
9. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.

<b>Performance Goal Area:</b> <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority  <i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other <b>PERFORMANCE GOAL: 5</b> Annually increase learning outcomes for traditionally underperforming students
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in all demographic groups across the performance goals as measured by gap data for each standardized test. (Hispanic – Hispanic/Latino, AA - Black/African-American, Caucasian, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty ).

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 25 (2017-18)	<b>Projected Hispanic</b>	30	35	40	45	50
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 25 (2017-18)	<b>Actual Hispanic</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 20 (2017-18)	<b>Projected AA</b>	25	30	35	40	45
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 20 (2017-18)	<b>Actual AA</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 45 (2017-18)	<b>Projected CAU</b>	50	55	60	65	70
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 45 (2017-18)	<b>Actual CAU</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 3 (2017-18)	<b>Projected SWD</b>	8	13	18	23	28
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 3 (2017-18)	<b>Actual SWD</b>					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2017-18)	<b>Projected LEP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2017-18)	<b>Actual LEP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 26 (2017-18)	<b>Projected SIP</b>	31	36	41	46	51
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 26 (2017-18)	<b>Actual SIP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 37 (2017-18)	<b>Projected Hispanic</b>	42	47	52	57	62
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 37 (2017-18)	<b>Actual Hispanic</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 31 (2017-18)	<b>Projected AA</b>	36	41	46	51	56
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 31 (2017-18)	<b>Actual AA</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 52 (2017-18)	<b>Projected CAU</b>	55	58	61	64	67
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 52 (2017-18)	<b>Actual CAU</b>					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 11 (2017-18)	<b>Projected SWD</b>	16	21	26	31	36
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 11 (2017-18)	<b>Actual SWD</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2017-18)	<b>Projected LEP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations  (2017-18)	<b>Actual LEP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 37 (2017-18)	<b>Projected SIP</b>	52	57	62	67	72
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 37 (2017-18)	<b>Actual SIP</b>					
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 31 (2017-18)	<b>Projected Hispanic</b>	36	41	46	51	56
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 31 (2017-18)	<b>Actual Hispanic</b>					
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 16 (2017-18)	<b>Projected AA</b>	21	26	31	36	41
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 16 (2017-18)	<b>Actual AA</b>					

SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 64 (2017-18)	<b>Projected CAU</b>	67	70	73	76	79
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 64 (2017-18)	<b>Actual CAU</b>					
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 0 (2017-18)	<b>Projected SWD</b>	5	10	15	20	25
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 0 (2017-18)	<b>Actual SWD</b>					
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations (2017-18)	<b>Projected LEP</b>					
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations (2017-18)	<b>Actual LEP</b>					
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 27 (2017-18)	<b>Projected SIP</b>	32	37	42	47	52
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 27 (2017-18)	<b>Actual SIP</b>					
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 63 (2017-18)	<b>Projected Hispanic</b>	68	73	78	83	88
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 63 (2017-18)	<b>Actual Hispanic</b>					

SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 69 (2017-18)	<b>Projected AA</b>	74	79	84	89	94
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 69 (2017-18)	<b>Actual AA</b>					
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 71 (2017-18)	<b>Projected CAU</b>	76	81	86	91	96
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 71 (2017-18)	<b>Actual CAU</b>					
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 33 (2017-18)	<b>Projected SWD</b>	38	43	48	53	58
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 33 (2017-18)	<b>Actual SWD</b>					
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations (2017-18)	<b>Projected LEP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations (2017-18)	<b>Actual LEP</b>					
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 67 (2017-18)	<b>Projected SIP</b>	72	77	82	87	92
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 67 (2017-18)	<b>Actual SIP</b>					

<b>ACTION PLAN FOR STRATEGY #5: Increase content and skills mastery learning at all levels.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
10. Effectively use formative assessments to inform instruction at a rigorous level	2018-2023	ILT	TBA	General Fund	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; SLO Data
11. Consistently emphasize the themes of the Profile of the South Carolina Graduate (world class knowledge, skills, and life/career characteristics)	2018-2023	ILT Teachers	TBA	General Fund	School surveys and observations
12. Increase instructional capacity through utilization of district and school supports (i.e. PLC, 1-on-1 mentorships, Summer Academy, Professional Development opportunities)	2018-2023	ILT	TBA	General Fund	Attendance reports from district professional development offerings including summer courses.

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

*Gifted and Talented Requires*   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 6** Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, TE21, and other measures.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	25%	School Projected	30	35	40	45	50
		School Actual					
Fastbridge	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
TE 21	46%	School Projected	51	56	61	66	71
		School Actual					
Fountas and Pinnell	TBD	District Projected	TBD	TBD	TBD	TBD	TBD

		District Actual					
Fastbridge	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					
TE 21	56%	District Projected	59	62	65	68	71
		District Actual					

ACTION PLAN FOR STRATEGY #6: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	ILT	\$0	NA	Evidence of data driven conversations
2. Implement Professional Learning Community support in schools	2018-2023	ILT	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans
3. Provide strategy and content support for teachers	2018-2023	ILT	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers
4. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	ILT	\$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations

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

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional

*1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 1** The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% diverse teachers 36 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

**ACTION PLAN FOR STRATEGY #1:** Early identification of diverse candidates.

**EVALUATION**

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Identify locations where there is limited or no diversity.	2018-2023	ILT	\$0	NA	Ongoing focus
2. Develop recruitment plans with all locations where there is no or minimal diversity.	2018-2023	ILT	\$0	NA	Plans in place for schools
3. Identify for schools quality candidates who are diverse.	2018-2023	ILT	\$0	NA	Ongoing identification of candidates

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

*Gifted and Talented Requires* ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 1** Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	88	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
	88	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					
	88	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents					

SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

<b>ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE (Start and End Dates)</b>	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principals	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at each school	2018-2023	Principals	\$0	NA	Safety stories on web, social media, etc.
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Principals	\$0	NA	Tips received from multiple stakeholder groups

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

*Gifted and Talented Requires* ☐Gifted and Talented: Academic    ☐ Gifted and Talented: Artistic    ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*    ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 2** The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

**PERFORMANCE GOAL: 3** The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
ESSA Federal Accountability and SDE School Report Card	(2017-18) 0	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2017-18) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

## Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
ESSA Federal Accountability and SDE School Report Card	(2017-18) 0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2017-18)	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level III infractions and the criminal and disciplinary consequences					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)	ACTIVITY	TIMELINE (Start and End Dates)
<ul style="list-style-type: none"> <li>Utilize programs to educate students and parents about offenses that can also result in criminal charges.</li> <li>Utilize a Behavior Interventionist, District Interventionists, and school counselors.</li> </ul>		<ol style="list-style-type: none"> <li>Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in criminal charges.</li> </ol>		<ol style="list-style-type: none"> <li>Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in criminal charges.</li> </ol>	

<p>2. After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.</p>		<p>3. After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.</p>		<p>4. After school and school-based programs work in conjunction with law enforcement, mental health and guidance counselors to identify and assist students who are at risk.</p>	
<ul style="list-style-type: none"> <li>• <i>Increase awareness of community based resources that families can reach out to for guidance and support.</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Increase awareness of community based resources that families can reach out to for guidance and support.</i></li> </ul>		<p>5. Increase awareness of community based resources that families can reach out to for guidance and support.</p>	

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

*Gifted and Talented Requires* ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional

*1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 4** The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	80%	School Projected	91	91	91	91	91
		School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

<b>ACTION PLAN FOR STRATEGY #1:</b> Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Expand mentoring program for students	2018-2023	School Counselor	TBD	Local	Students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	School team	TBD	Local	Visit to community
3. Establish protocols among all adults to communicate positively with students	2018-2023	School team	\$0	NA	Documentation of communicating protocol to staff
4. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	\$0	NA	Support staff included in decision making and support of students

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

*Gifted and Talented Requires* ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional

*1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

**PERFORMANCE GOAL: 5** Achieve and maintain a student attendance rate of 95% or higher.

**INTERIM PERFORMANCE GOAL:** Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2018– 19	2019– 20	2020– 21	2021– 22	2022– 23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95.4	<b>School Projected</b>	<b>96</b>	<b>96</b>	<b>96</b>	<b>96</b>	<b>96</b>
		<b>School Actual</b>					
	(2016-17)	<b>District Projected</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	\$0	NA	Attendance reports Review of attendance policies
2. Establish protocol for personal (via email, phone calls) contact to absent students	2018-2023	Admin team Teacher Attendance Clerk	\$0	NA	Documented contacts
3. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	Social Worker Attendance Clerk Admin team	\$0	NA	Students are identified and appropriate supports are assigned
4. Use the Intervention Connection System to assign and monitor interventions for truant and chronically absent students.	2018-2023	Social Worker Attendance Clerk Admin team	\$0	NA	Intervention Connection System reports for truant and chronically absent students.

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

*Gifted and Talented Requires* ☐ Gifted and Talented: Academic    ☐ Gifted and Talented: Artistic    ☐ Gifted and Talented: Social and Emotional

*1 Academic Goal and 1 Additional Goal*    ☐ Gifted and Talented: Other

**PERFORMANCE GOAL: 6** The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

**INTERIM PERFORMANCE GOAL:** Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid –9 % Lonely –15% Angry –10%	School Projected	Afraid ≤5 Lonely ≤9 Angry ≤6	Afraid ≤5 Lonely ≤9 Angry ≤6	Afraid ≤5 Lonely ≤9 Angry ≤6	Afraid ≤5 Lonely ≤9 Angry ≤6	Afraid ≤5 Lonely ≤9 Angry ≤6
		School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely –10% Angry – 8%	District Projected	Afraid ≤5 Lonely ≤9 Angry ≤7	Afraid ≤5 Lonely ≤9 Angry ≤7	Afraid ≤5 Lonely ≤8 Angry ≤6	Afraid ≤5 Lonely ≤8 Angry ≤6	Afraid ≤5 Lonely ≤7 Angry ≤5
		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

<b>ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.</b>					<b>EVALUATION</b>
<b>ACTIVITY</b>	<b>TIMELINE</b> (Start and End Dates)	<b>PERSON RESPONSIBLE</b>	<b>ESTIMATED COST</b>	<b>FUNDING SOURCE</b>	<b>INDICATORS OF IMPLEMENTATION</b>
1. Collect data surrounding social-emotional needs through student surveys	State to provide	ILT School Counselors	\$0	NA	Survey data collected and analyzed
2. Implement the OnTrack process in all schools in the district, utilizing EWRs data and social-emotional survey results to match interventions to school-wide and student needs	2018-2023	ILT School Counselors	\$0	NA	All schools using OnTrack process
3. Implement relationship-building programs/strategies in schools	2018-2023	ILT School Counselors	TBD	TBD	Programs implemented with fidelity
4. Develop and maintain a menu of support resources and provide to all guidance counselors and social workers	2018-2023	ILT School Counselors	\$0	NA	Menu developed and distributed