

# Chandler Creek Elementary School

“Building a Community of Champions”



## **School Portfolio**

Scope of Strategic Plan: 2018 through 2023

### **Jane Mills, Principal**

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### **Greenville County Schools**

*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.

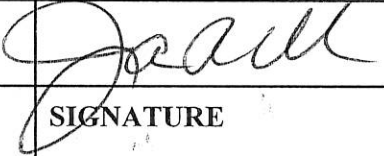
#### Assurances for the School Renewal Plans

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.

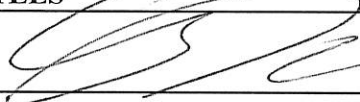
#### SUPERINTENDENT

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

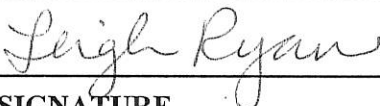
#### PRINCIPAL

Jane Mills		8/16/18
PRINTED NAME	SIGNATURE	DATE

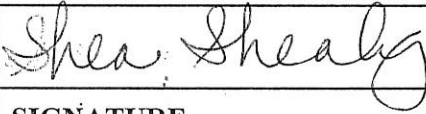
#### CHAIRPERSON, BOARD OF TRUSTEES

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](mailto:jrmills@greenville.k12.sc.us)

## STAKEHOLDER INVOLVEMENT FOR SCHOOL RENEWAL

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Jane Mills
2. TEACHER	Anne Frichtl
3. PARENT/GUARDIAN	Mandi White
4. COMMUNITY MEMBER	Debbie Pisor
5. PARAPROFESSIONAL	Kim Farmer
6. SCHOOL IMPROVEMENT COUNCIL	Leigh Ryan
7. READ TO SUCCEED READING COACH	Shea Shealy
8. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD	Shea Shealy
9. SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM MEMBER	Tracy LeGrand

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

### Administrative Team

Jennifer Dodds, Assistant Principal  
Josh Rice, Administrative Assistant  
Natalie Bostic, Title I Facilitator  
Tyson Wright, Behavior Interventionist  
Jack Awtrey, Instructional Coach  
Jenny Long-Dehlinger, Instructional Coach

### Guidance Counselors

Alicia Keller  
Margo Herbert

All Teachers and Professional Staff were included in the process

## ASSURANCES FOR SCHOOL PLAN

<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><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.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p><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.</p>

## Table of Contents

<b>Introduction.....</b>	<b>7</b>
<b>Executive Summary.....</b>	<b>8-9</b>
<b>School Profile.....</b>	<b>10-18</b>
<b>Mission, Vision and Beliefs.....</b>	<b>19</b>
<b>Data Analysis and Needs Assessment.....</b>	<b>20-29</b>
<b>Action Plan.....</b>	<b>30-63</b>

## **Introduction**

The Chandler Creek Elementary Strategic Plan was developed to document the progress our school has made each year while working to continuously improve all areas of instruction, learning environment and our school community. In addition, it provides us an opportunity to evaluate the school's strengths and weaknesses in order to develop goals and strategies for growth. The Strategic Planning Guide provides the school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This Strategic Plan 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.

The staff is organized into teams and committees to involve all staff in decision making. These teams were involved in developing the narrative for our portfolio from discussions while evaluating our work using the AdvancED self-assessment as well as other data sources and evidence. Additionally, parent groups, such as our SIC (School Improvement Council) and PTA Board (Parent Teacher Association) provided input regarding the strategic plan.

## 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 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.

### Needs Assessment for Student Achievement

- 38% of students in grades 3-5 meet or exceed the expectation in ELA on the SCREADY assessment
- 41% of students in grades 3-5 meet or exceed the expectation in Math on the SCREADY assessment
- Trend data shows 3<sup>rd</sup> grade having the highest achievement in data ELA and Math.
- Trend data shows 5<sup>th</sup> grade having the lowest achievement data in ELA and Math.
- According to trend data, Social Studies achievement levels are significantly higher than Science.
- 48% of students in grades 3-5 scored meets or exceeds expectations in Science on the SCPASS assessment.
- 82% of students in grades 3-5 scored met or exemplary in Social Studies on the SCPASS assessment.

### Needs Assessment for Teacher and Administrator Quality

- The average teacher attendance is down .5% (93.5).
- Teacher turnover rate has remained consistent (3-4 teachers) the past three years.
- We have a strong mentoring program, trained mentors and regular meetings.
- There is a trained mentor in every grade level and special area.
- Professional development plan is developed with input from staff and data with a focus on building teacher leaders and strengthening our instructional program.

### Needs Assessment for School Climate

- Student behavior referrals and discipline issues have begun to decrease significantly due to the hiring of a full-time behavioral interventionist.
- Student attendance rate remains steady at around 95%.
- Our annual student retention rate has decreased from 0.8 in 2016 to 0.4 in 2017.
- The percentage of students satisfied with the learning environment has increased annually.
- The percentage of students and parents satisfied with school home relations has shown a continual increase over the past three years.
- Student-teacher ratio in core subjects is down from 21.1 to 1 to 20.7 to 1



Overview of Chandler Creek Elementary's significant accomplishments, awards and challenges for the past three years:

Significant accomplishments of our school:

- Personal learning devices for all students in grades 1-5
- Primary and Intermediate literacy mentors on-site
- School leaders for DLC (Digital Leader Corps)
- Greer Chamber Principal Educator of the Year 2016
- SCASA Emerging Leader 2016-2017
- Leadership Greer, APPLE and SLEI Candidates
- Decided to start the training to be a Capturing Kids Hearts school
- Numerous Donor's Choose Grant Recipients
- Horace Mann Employee Spotlight
- Parents Magazine "Educators Who Make a Difference" Program
- CATCH School
- Live Well Greenville Award
- GCIRA Board President
- On Track Pilot School
- Safe Schools Award Winner
- Greer Educational Foundation Grant Recipients
- PEP Literacy Grant Recipient
- Artist in Residence Program
- Creation of the W.I.P and G.E.M.S clubs for boys and girls
- F.R.I.E.N.D.S of the Creek mentoring program
- Developing relationships with our community by hosting block parties throughout the Greer community twice a year
- Monthly G+ lessons on college and career readiness by our guidance department

Significant challenges facing our school:

- Parent engagement and involvement
- Partnership development with businesses in our community
- Communicating with ESOL parents (significant increase in enrollment the past three years)
- Closing the achievement gap between students with disabilities and students without disabilities in all academic areas
- Differentiating based on the needs of our gifted and talented/enrichment students
- Loss of Title I funding (interventionists/social worker/materials)

Our prioritized areas for improvement are:

- The Special Education population will decrease their achievement gap in both ELA and Math.
- To increase the level of parental involvement
- Continue setting high goals and student expectations for learning
- To continue to build strong teacher commitment, knowledge and expertise
- Begin implementation of Capturing Kids Hearts

## SCHOOL PROFILE

### SCHOOL COMMUNITY



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 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. Many families are choosing to make Greer their home in one of the 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. 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.



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 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. 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 “Building a Community of Champions.” In August, 1999 we welcomed 630 students to their new school to begin a new tradition of excellence. Today our school has approximately 1040 students and a staff of 100.

The facility includes forty regular classrooms, ten kindergarten classrooms, 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, Chromebooks in every first through fifth grade classroom, three playgrounds, covered walkways, and landscaped gardens.

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

- Parent-Teacher Organization
- Fundraisers
- School Improvement Council
- Classroom Volunteers
- Tutors/ mentors
- Real Men Read
- Community Block Parties
- School Book Fair
- After school and before school exposure clubs
- Communities in Schools Program

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:

- Greenville Drive Reading Program
- Attendance at Greenville Symphony programs
- Community partnerships with Chick-fil-A and Roper Mountain Science Center
- Afterschool Program
- Curriculum-based model in library on loan from the James Agency (Visions of Excellence)
- Public Education Partners
- Greer Chamber of Commerce
- Upstate Mentors Greenville
- Victor United Methodist, Grace United Methodist. Calvary Road Baptist Church

## SCHOOL LEADERS



Our principal is Jane R. Mills, who joined the Chandler Creek Elementary School Community in March of 2013. She is a product of Greenville County Schools as a graduate of 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 is also a graduate of the South Carolina Executive Institute -S.L.E.I for tenured school principals. Her teaching career began when she worked as a fourth grade teacher working for Department of Defense Dependent Schools in Germany. After teaching first and fourth grade as well as 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 prior to 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. Mrs. Dodds has completed the A.P.P.L.E program for state of SC and graduated from Leadership Greer. 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 in 2012.



Administrative Assistant Joshua Rice is a Greer native and product of Greenville County Schools. Mr. Rice is a graduate of The Citadel with a Bachelor's degree in Business Administration. Mr. Rice's post-graduate degrees include a Master's degree in Elementary Education and Special Education from Converse College and a Master's degree in Educational Administration from The University of South Carolina. Mr. Rice has also completed the A.P.P.L.E. program for the state of SC and was a SCASA Emerging Leader. With six years of experience in Aiken County and Greenville County, Mr. Rice taught special education inclusion and resource classes at Byrd Elementary and Greenbrier Elementary before joining the Chandler Creek family.

## SCHOOL PERSONNEL

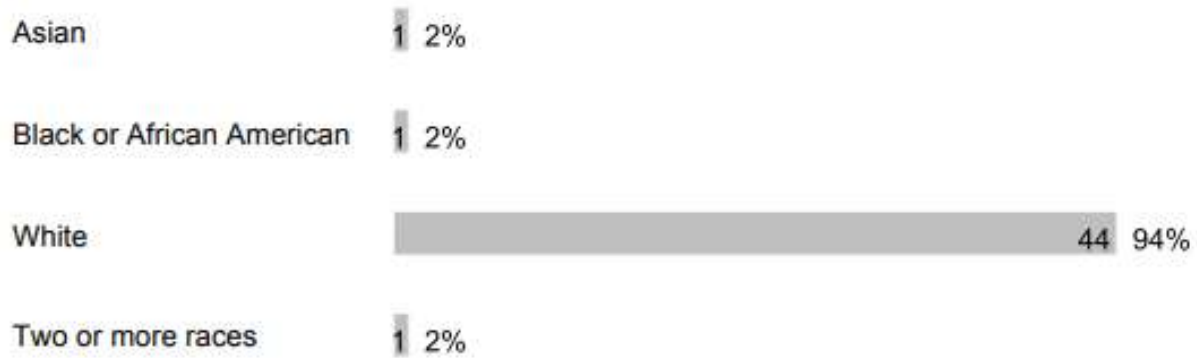
Chandler Creek is fortunate to have a combination of experienced teachers along with teachers just beginning their teaching careers. Chandler Creek's staff strives to help all students develop world class skills and life and career characteristics identified by the Profile of the South Carolina graduate by providing a safe, caring and academically challenging learning environment.

Our staff consists of forty-five classroom teachers, one of those is a self-contained class for students in grades K5-5<sup>th</sup> grade. There are many teachers who see students for intervals of the day including Humanities, Intervention, Spanish, ESOL, Challenge, and Resource. Other support services such as Mental Health Counseling, Occupational and Speech Therapy Services, and Guidance Counseling are also available. Staff also includes a principal, two assistant principals, 2 instructional coaches, secretary, attendance clerk, office clerk, and 2 school nurses. All teachers are certified in the area they teach and are highly qualified.

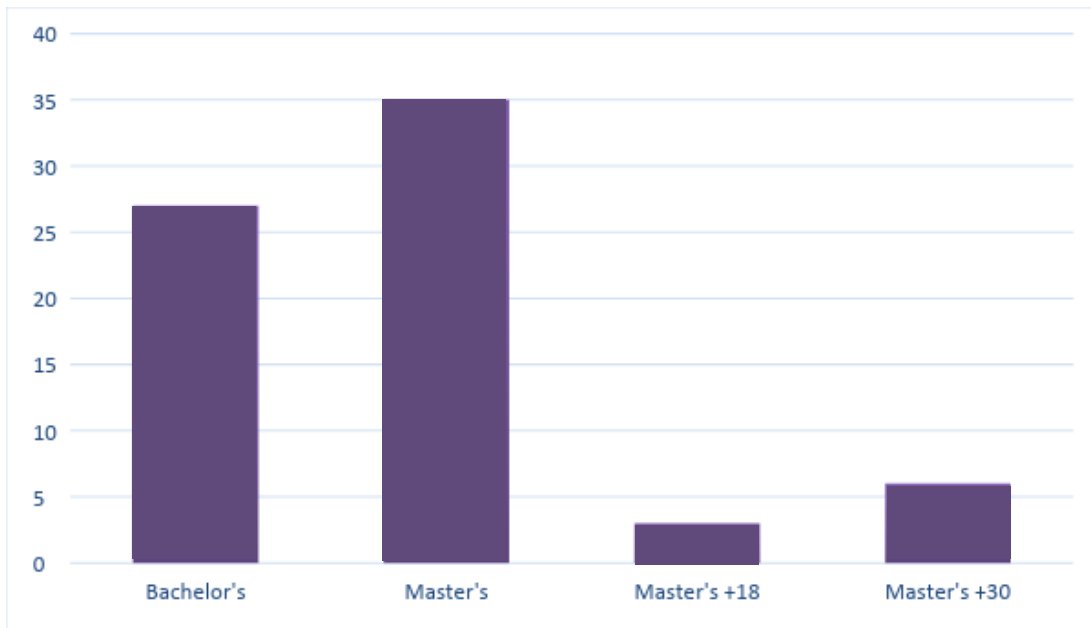
The following data reflects the year of experience for the teaching staff.



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



The data below indicates that the highest education level of the staff is mostly centered in the Master's Degree category.



Teacher Attendance 2014-2017	
2014	94.2%
2015	95.4%
2016	93.5%
2017	93.9%

Chandler Creek Elementary observed a 0.4% increase in teacher attendance between 2016 and 2017.

## STUDENT POPULATION

### Chandler Creek Elementary's Student Population Data

Student attendance rates at Chandler Creek Elementary School have remained steady over the past few years. For the 2016-2017 school year, the student attendance rate was 95.4%, which is down 0.4% from the previous year. According to the table below, the student population at Chandler Creek Elementary School is becoming more diverse. The Hispanic and African American population is similar in the number of students at Chandler Creek. The other category (which includes Asian, American Indian, two or more races, Pacific Islander, etc.) has remained steady in recent years.

#### Current Enrollment (17-18)

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
-1	22 12 / 10	0 0 / 0	5 3 / 2	10 6 / 4	2 1 / 1	2 1 / 1	0 0 / 0	3 1 / 2	0 0 / 0
0	151 77 / 74	2 1 / 1	27 15 / 12	36 20 / 16	3 2 / 1	15 7 / 8	0 0 / 0	68 32 / 36	0 0 / 0
1	165 78 / 87	1 0 / 1	31 9 / 22	26 13 / 13	5 4 / 1	10 5 / 5	0 0 / 0	92 47 / 45	0 0 / 0
2	148 62 / 86	1 1 / 0	30 12 / 18	18 7 / 11	1 0 / 1	7 4 / 3	0 0 / 0	91 38 / 53	0 0 / 0
3	165 84 / 81	1 1 / 0	32 18 / 14	41 16 / 25	2 1 / 1	9 4 / 5	0 0 / 0	80 44 / 36	0 0 / 0
4	145 78 / 67	3 0 / 3	25 13 / 12	23 14 / 9	4 2 / 2	13 8 / 5	0 0 / 0	77 41 / 36	0 0 / 0
5	173 87 / 86	1 1 / 0	31 18 / 13	43 27 / 16	0 0 / 0	15 3 / 12	0 0 / 0	83 38 / 45	0 0 / 0
Total	969 478 / 491	9 4 / 5	181 88 / 93	197 103 / 94	17 10 / 7	71 32 / 39	0 0 / 0	494 241 / 253	0 0 / 0

#### 2017 REPORT CARD DATA

	Our School	Change from last year
<b>Students (n = 1,020)</b>		
% of students in poverty (TANF, Medicaid, SNAP, foster child or homeless)	72.7	Down from 73.1
Attendance rate	95.4	Down from 95.9
With disabilities	11.9	Up from 10.5
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0	No change
Percentage of students served by gifted and talented program	4.9	Down from 5.3
Percentage of students retained	0.4	Down from 0.8



## INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

### PRIMARY ACADEMIC EDUCATIONAL MODELS:

**Balanced Literacy** – We teach literacy using our district’s literacy framework. This is accomplished using a guided reading and writing model that is being implemented by all Greenville County Schools. Balanced Literacy is designed to provide differentiated teaching that supports students in developing reading and writing proficiency. This model allows for children to be taught in a way that is intended to be more focused on their specific needs while accelerating their progress.

**Guided Math** – Teachers evaluate data and puts students into small groups and students work on specific standards being taught in centers around the room and with the teacher.

**Response to Intervention (RTI)** – The overall goal of RTI is to accelerate children’s reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and comprehension. At Chandler Creek we use the Reading Recovery and LLI intervention programs.

**ESOL Program-** The goal of the program is to provide equal educational opportunities to students who have a primary or home language other than English. The primary focus is to provide and English-rich environment while providing opportunities to teach students as soon as possible. In order for students to receive a fluent designation, they must be proficient in reading, listening, speak, writing and comprehension of the English language.

**Gifted and Talented Program** – Our programs serves students in grades 3-5 who have been identified using the criteria established by the State Board of Education.

**Safety Patrols** – Chandler Creek strives to implement a strong Safety Patrol Program. Fifth grade students are chosen to help oversee the safety of our students. The primary purpose of the program is to enhance the safety of our students. In addition, it promotes leadership skills and good citizenship qualities.

**Battle of the Books Club** – Our Reading Interventionist hold a book club with a group of interested students in preparation for our district’s Battle of the Books competition. Students meet weekly to read and discuss various books they have been reading throughout the year.

**On Track** – The On Track team is made of members of the administrative team as well as guidance counselors, interventionists and the school’s social worker. The team meets to discuss students who teachers or staff members are concerned about when it comes to attendance, behavior or academics. After discussing current interventions, someone on the team becomes the child’s advocate and ensures that progress is being made or the student is referred for additional services or evaluation.

**IB** - Chandler Creek is an authorized International Baccalaureate Primary Years Programme world school. “The Primary Years Programme (PYP) is a transdisciplinary program of international education designed to foster the development of the whole child. Our school also is adopting the Capturing Kids Hearts program which uses the EXCEL model to achieve positive interactions between students and teacher in the classroom.

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

- Number Talks
- W.I.P and G.E.M.S club
- Student Council
- Mastery Connect
- Performance Assessment System (PAS) – evaluation system for teachers, administrators, instructional coaches, etc.
- Professional Learning Communities
- Capturing Kids Hearts
- R.O.C.K. Star Kindness Club
- Communities in Schools-Afterschool Enrichment program
- CATCH Health and Wellness Program
- Student Chorus
- Hand Bell Choir
- Drama Club
- Engineering Club
- Creek Chicks Girls Running Club
- Sports club

## Mission, Vision and Beliefs

### Mission Statement:

Chandler Creek Elementary Schools mission is **to empower students to become leaders, learners, and caring citizens who strengthen community.**

### Vision Statement:

Chandler Creek's Vision is **Creating a Community of Empowered Students (C.C.E.S)**

### Beliefs:

- Students achieve best in a safe and inviting environment where they are engaged in learning.
- Students must have highly competent and caring teachers, principals, and support staff.
- Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.
- A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.
- A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.
- Embracing diversity and inclusion leads to mutual respect and breaks down barriers.
- Education is the shared responsibility of students, home, school, business, and community.
- Curriculum and instruction must meet the needs of all students and prepare each student for success.
- Early reading and mathematical thinking are the foundations for educational success.
- Our educational organization prepares students to value learning and contribute to society, which has a lasting positive impact on our community.

## Data Analysis and Needs Assessment

### SC READY

The South Carolina College-and Career-Ready Assessment (SC READY) is a statewide assessment that includes tests in English Language Arts (ELA) and mathematics administered to students in grades 3–8. SC READY test items were developed by the contractor and are aligned to the standards for each subject and grade level. The initial administration of the SC READY was in spring 2016, and the SC READY test results will be used for state and federal accountability purposes.

Four performance levels were established to reflect the continuum of knowledge and skills exhibited by students on SC READY ELA and mathematics tests: Exceeds, Meets, Approaches, and Does Not Meet Expectations.

**Exceeds Expectations** – The student exceeds expectations as defined by the grade-level content standards.

**Meets Expectations** – The student meets expectations as defined by the grade-level content standards.

**Approaches Expectations** – The student approaches expectations as defined by the grade-level content standards.

**Does Not Meet Expectations** – The student does not meet expectations as defined by the grade-level content standards.

### **English Language Arts 2016**

<b>Grade</b>	<b>Does Not Meet Expectations</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
3	20.1	36.3	28.5	15.1
4	26.3	33.5	30.3	9.9
5	28.2	37.9	29.0	4.9

In ELA, 3<sup>rd</sup> grade had the highest percentage of students scoring Meets and Exceeds Expectations – 43.6%. In ELA, 5<sup>th</sup> grade had the lowest percentage of students scoring Meets and Exceeds Expectations – 33.8%.

### **English Language Arts 2017**

<b>Grade</b>	<b>Does Not Meet Expectations</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
3	29.3	34.0	24.7	12.0
4	23.6	30.6	28.2	17.6
5	35.0	32.0	30.1	2.9

In ELA, 4<sup>th</sup> grade had the highest percentage of students scoring Meets and Exceeds Expectations – 45.8%. In ELA, 5<sup>th</sup> grade had the lowest percentage of students scoring Meets and Exceeds Expectations – 33.2%.

### Mathematics 2016

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	12.2	28.5	40.2	19.0
4	18.4	30.3	26.3	25.0
5	20.2	30.6	34.7	14.5

In mathematics, 3<sup>rd</sup> grade had the highest percentage of students scoring Meets and Exceeds Expectations – 59.2%.

In mathematics, 5<sup>th</sup> grade had the lowest percentage of students scoring Meets and Exceeds Expectations – 49.2%

### Mathematics 2017

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
3	14.7	32.0	27.3	26.0
4	14.6	37.4	26.3	21.6
5	27.0	43.6	20.2	9.2

In mathematics, 4<sup>th</sup> grade had the highest percentage of students scoring Meets and Exceeds Expectations – 47.9%.

In mathematics, 5<sup>th</sup> grade had the lowest percentage of students scoring Meets and Exceeds Expectations – 29.4%

## SCPASS

In 2017, all students in grades 4 through 8 participated in SCPASS Science. Prior to 2015, students in grades 4 and 7 and half of the students in grades 3, 5, 6 and 8 participated in SCPASS Science and SCPASS Social Studies testing.

### Science 2016

	<b>% Met &amp; Exemplary</b>
<b>Grade 4</b>	68.4
<b>Grade 5</b>	68.0

4<sup>th</sup> grade had the highest percentage of students scoring Met and Exemplary – 68.4%.

5<sup>th</sup> grade had the lowest percentage of students scoring Met and Exemplary – 68.0%

In 2016-2017, the achievement standards for SCPASS Science were reset. The test results are now reported using the same four achievement categories as SC READY – Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations.

### Science 2017

<b>Grade</b>	<b>Does Not Meet Expectations</b>	<b>Approaches Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>4</b>	23.1	29.7	22.5	24.7
<b>5</b>	28.1	24.0	28.7	19.3

The test results for SCPASS Social Studies continue to be reported using three categories – Not Met, Met, and Exemplary.

### Social Studies 2016

	<b>% Met &amp; Exemplary</b>
<b>Grade 4</b>	75.0
<b>Grade 5</b>	68.0

### Social Studies 2017

	<b>% Met &amp; Exemplary</b>
<b>Grade 4</b>	89.0
<b>Grade 5</b>	74.9

In both 2016 and 2017, 4<sup>th</sup> grade had the highest percentage of students scoring Met and Exemplary.

## **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 in the transition 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. These opportunities guide the programs through the programs we use at Chandler Creek, including Guided Math, Balanced Literacy, Learning Targets, Capturing Kids Hearts, The International Baccalaureate Program, PLC's and inquiry instruction. 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. 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.

### Chandler Creek Professional Development Calendar 2017-2018

<b>August</b>	15th	Mindset for Learning- VISION 8:15-12:00
	16th	DLC 1:00-3:00 - ALL
	23rd	ESOL present on program ALL
	30th	SP ED/Interventionists present on program- ALL
<b>September</b>	6th	Looking at Us-Breaking Down the Data
	13th	United Way Campaign Launch-Literacy Principles
	20th	MTSS- ONTRACK program- training on site (regular ed, special ed, support)
	27th	Faculty Management PLC Team (small group)
<b>October</b>	4	Mindset for Learning- ALL Chapters 1-2 Know your Learners
	9 <sup>th</sup> -13 <sup>th</sup>	Grade Level Balanced Literacy PLC
	18	Math Vertical Team Continuum /Austin Greene
	23 <sup>rd</sup> -26 <sup>th</sup>	Grade Level Balanced Literacy PLC-
<b>November</b>	1st	Faculty Leadership- Vision work on Implicit Bias
	6 <sup>th</sup> -9 <sup>th</sup>	Grade Level Balanced Literacy PLC
	27 <sup>th</sup> -30 <sup>th</sup>	Grade Level Balanced Literacy PLC
	29 <sup>th</sup>	Faculty Management PLC Team (small group)
<b>December</b>	6	Mindset for Learning= All Chapters 3 and 4 Stances
	11 <sup>th</sup> -14 <sup>th</sup>	Grade Level Balanced Literacy PLC
	13 <sup>th</sup>	Faculty Social-All
	**	Mindset- Individual reading- Chapters 5-8 (January- February)
<b>January</b>	17 <sup>th</sup>	Benchmark # 2 Data Analysis
	22 <sup>nd</sup> -25 <sup>th</sup>	Grade Level Balanced Literacy PLC
	31 <sup>st</sup>	Faculty Management PLC Team (small group)
<b>February</b>	5 <sup>th</sup> -8 <sup>th</sup>	Grade Level Balanced Literacy PLC
	14 <sup>th</sup>	Faculty Social-ALL 
	19 <sup>th</sup> -22 <sup>nd</sup>	Grade Level Balanced Literacy PLC
<b>March</b>	5 <sup>th</sup> -8 <sup>th</sup>	Grade Level Balanced Literacy PLC
	14 <sup>th</sup>	Mindset book study Chapters 9-11 (review of 1-8, Reflection and Growth)
<b>April</b>	25	Intro to Learning Targets
<b>May</b>	2 <sup>nd</sup>	Test Training -All



## **Looking ahead to 2018-2019**

While the 2018-2019 professional development calendar is not completely set yet, Chandler Creek's professional development priorities will include:

Overall Focus- Student Centered Learning

- Personalized Learning with a Literacy Focus
- Planning and Assessment- Learning Targets
- Social and Emotional Growth- Capturing Kids Hearts
- Guided Math

Planned Wednesday Meetings (All subject to change)

2nd Wednesday -Whole Faculty Meeting/Professional Development

4th Wednesday –Vertical Teams- core subject areas

## School Climate Data Analysis

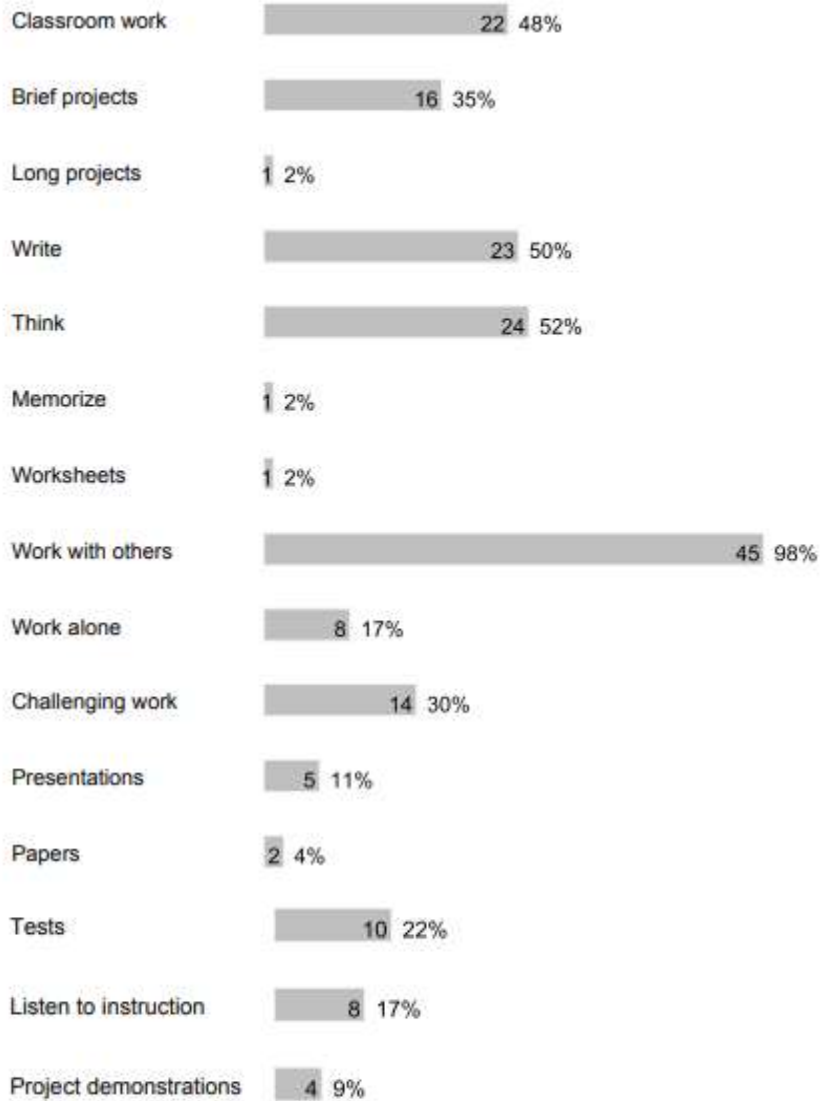
Each year, staff, parents and students take surveys regarding our school climate. The results are reported on our School Report Card annually. All staff members complete the survey, while only 5<sup>th</sup> grade students and their parents complete the student and parent surveys. The survey results for 2017 are below.

<b>Evaluations by Teachers, Students and Parents</b>			
	<b>Teachers</b>	<b>Students'</b>	<b>Parents'</b>
Number of surveys returned	32	236	38
Percent satisfied with learning environment	93.8%	82.6%	100%
Percent satisfied with social and physical environment	96.9%	80.8%	94.6
Percent satisfied with school-home relations	87.5%	87.6%	81%

## AdvancED Survey Results-Climate and Culture

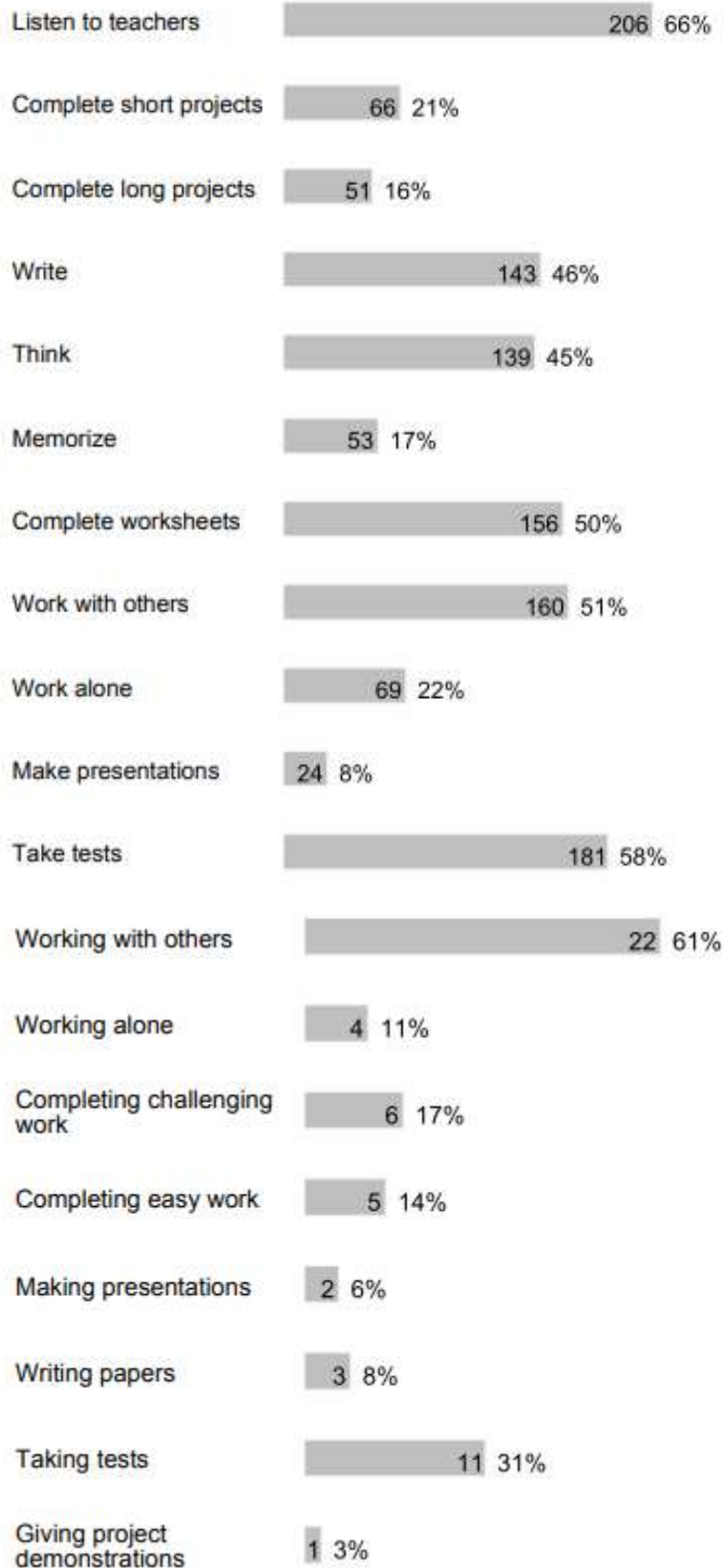
### Teachers

Which four of the following words or phrases best describe, in general, what students most often DO in your classroom?



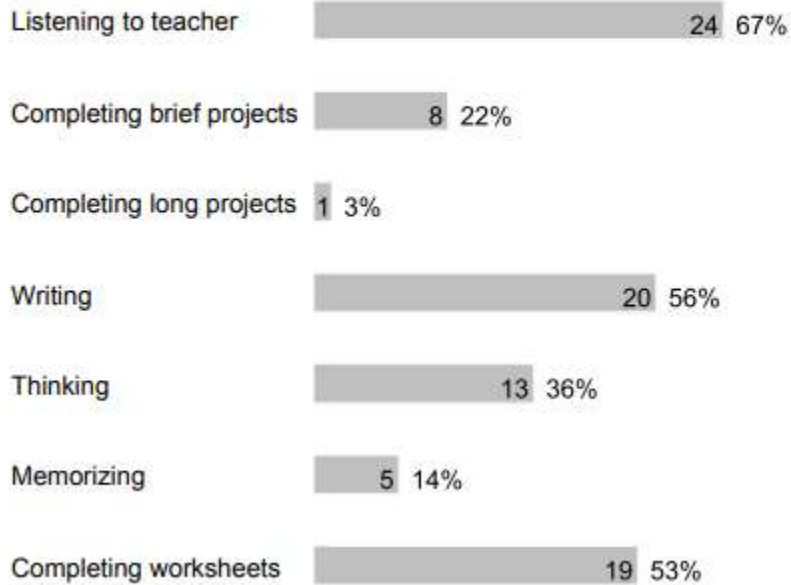
## Students

Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school?



## Parents

Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school?



### School Climate Needs Assessment

After analyzing the surveys, we feel that our overall school climate is improving. Parent satisfied with school-home relations has shown significant improvement and has been a focus for our school in recent years.

Because the survey results reported on the School Report Card only target 5<sup>th</sup> grade students and parents, we feel there is a need to gather data from all students and parents throughout the school year so that we can get a better idea of how our community as a whole views our school climate. We have observed a steady increase in the number of families who speak Spanish, so we will continue to offer translated copies of questionnaires and surveys.

We will continue to gather feedback from the staff throughout the year to ensure our school environment remains positive and identify areas that need improvement.

[School Report Card](#)

**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 percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 38% in 2016-17 to 48.68% in 2022-23.

*Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.78% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>38</b> (2016-17)	<b>School Projected Elementary 39.78</b>	<b>41.56</b>	<b>43.34</b>	<b>45.12</b>	<b>46.90</b>	<b>48.68</b>
		<b>School Actual Elementary</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations <b>49</b> (2016-17)	<b>District Projected Elementary</b>	<b>52</b>	<b>55</b>	<b>58</b>	<b>61</b>	<b>64</b>
		<b>District Actual Elementary</b>					

<b>ACTION PLAN FOR STRATEGY #1:</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. Effectively use formative and benchmark assessments to inform instruction at a rigorous level	2018-2023	Administrative Team (Principal, Assistant Principals, Instructional Coaches)  Classroom Teachers	\$0	NA	MasteryConnect usage data (benchmarks and formatives), Teacher Observation Data, Lesson Plans, SLO Data
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2020	Administrative Team (Principal, Assistant Principals, Instructional Coaches)	\$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
3. Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018-2023	Administrative Team (Principal, Assistant Principals, Instructional Coaches)  Classroom Teachers	\$0	NA	Evidence of collaborative planning, evidence documented from classroom observations and lesson plans, specific feedback given to teachers for instructional improvement, Instructional Rounds
4. Intervention will be implemented in grades K5-5 <sup>th</sup> for students who have been identified as at-risk in the area of Reading using FastBridge, Fountas and Pinnell Benchmarks, SCREADY and Mastery Connect data.	2018-2023	K5-5 <sup>th</sup> Teachers Interventionists	\$0	NA	Intervention Data Observations

<b>ACTION PLAN FOR STRATEGY #1:</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>
5. Implement coaching cycles to improve common planning and instruction	2018-2020	Instructional Coaches Interventionists	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule



**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 44% in 2016-17 to 52.64% in 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1.44% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>44</b> (2016-17)	<b>School Projected Elementary</b> <b>45.44</b>	<b>46.88</b>	<b>48.32</b>	<b>49.76</b>	<b>51.2</b>	<b>52.64</b>
		<b>School Actual Elementary</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <b>54</b> (2016-17)	<b>District Projected Elementary</b>	<b>57</b>	<b>60</b>	<b>63</b>	<b>66</b>	<b>69</b>
		<b>District Actual Elementary</b>					

<b>ACTION PLAN FOR STRATEGY #1:</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. Enhance student understanding of mathematical concepts and vocabulary through differentiated instruction using Guided Math.	2018-2023	Instructional Coaches  District Math Academic Specialist	\$0	NA	Lesson plans, professional development, classroom evidence of content vocabulary instruction, Instructional Rounds, Coaching Cycles
2. Effectively use formative an benchmark assessments to inform instruction at a rigorous level	2018-2023	Administrative Team (Principal, Assistant Principals, Instructional Coaches)  Classroom Teachers	\$0	NA	MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; Lesson plans, SLO Data
3. Provide professional learning opportunities to build content knowledge and pedagogy	2018-2023	Instructional Coaches  District Math Academic Specialist	\$0	NA	Evidence of unit and lesson planning, increase the use of MasteryConnect for assessment alignment, evidence of content specific SLO
4. Implement coaching cycles to improve common planning and instruction	2018-2020	Instructional Coaches  Interventionists	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule
5. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Instructional Coaches  Classroom Teachers	\$0	NA	MasteryConnect Reports

**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 meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

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

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	<b>School Projected Elementary</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual Elementary</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	<b>District Projected Elementary</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Elementary</b>					

<b>ACTION PLAN FOR STRATEGY #1:</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. Provide strategy and content support for teachers	2018-2023	Instructional Coaches	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers
2. Use assessment data to drive instruction (test scores, formative and summative assessments, benchmark assessments)	2018-2023	Instructional Coaches, teachers, administrators	\$0	N/A	Item analysis, observations, lesson plans, PLC minutes, data team meetings
3. Provide data-driven professional development to all staff (based on SCPASS data)	2018-2023	Instructional Coaches, district support staff, administrators	\$0	N/A	Strand data analysis, lesson plans, observations, PD plan

**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 percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

**INTERIM PERFORMANCE GOAL:** The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by \_\_\_\_% annually.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>School Projected Elementary</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual Elementary</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	<b>District Projected Elementary</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>District Actual Elementary</b>					

<b>ACTION PLAN FOR STRATEGY #1:</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. Provide strategy and content support for teachers	2018-2023	Instructional Coaches	\$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers
2. Use assessment data to drive instruction (test scores, formative and summative assessments, benchmark assessments)	2018-2023	Instructional Coaches, teachers, administrators	\$0	NA	Item analysis, observations, lesson plans, PLC minutes, data team meetings
3. Provide data-driven professional development to all staff (based on SCPASS data)	2018-2023	Instructional Coaches, district support staff, administrators	\$0	NA	Strand data analysis, lesson plans, observations, PD plan

**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** Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 26% (2016-17) Annual Increase = 2.44	<b>Projected Hispanic 28.44</b>	<b>30.88</b>	<b>33.32</b>	<b>35.76</b>	<b>38.20</b>	<b>40.64</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 26% (2016-17) Annual Increase = 2.44	<b>Actual Hispanic</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 20% (2016-17) Annual Increase = 2.78	<b>Projected AA 22.78</b>	<b>25.56</b>	<b>28.34</b>	<b>31.12</b>	<b>33.90</b>	<b>36.68</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 20% (2016-17) Annual Increase = 2.78	<b>Actual AA</b>					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 13% (2016-17) Annual Increase = 3.16	<b>Projected SWD 16.16</b>	<b>19.32</b>	<b>22.48</b>	<b>25.64</b>	<b>28.80</b>	<b>31.96</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 13% (2016-17) Annual Increase = 3.16	<b>Actual SWD</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 15% (2016-17) Annual Increase = 3.06	<b>Projected LEP 18.06</b>	<b>21.12</b>	<b>24.18</b>	<b>27.24</b>	<b>30.30</b>	<b>33.36</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 15% (2016-17) Annual Increase = 3.06	<b>Actual LEP</b>					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations TBD (2016-17) Annual Increase = TBD	<b>Projected SIP TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations TBD (2016-17) Annual Increase = TBD	<b>Actual SIP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 37% (2016-17) Annual Increase = 1.83	<b>Projected Hispanic 38.83</b>	<b>40.66</b>	<b>42.49</b>	<b>44.32</b>	<b>46.15</b>	<b>47.98</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 37% (2016-17) Annual Increase = 1.83	<b>Actual Hispanic</b>					



SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 27% (2016-17) Annual Increase = 2.39	<b>Projected AA 29.39</b>	31.78	34.17	36.56	38.95	41.34
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 27% (2016-17) Annual Increase = 2.39	<b>Actual AA</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 17% (2016-17) Annual Increase = 2.94	<b>Projected SWD 19.94</b>	22.88	25.82	28.76	31.70	34.64
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 17% (2016-17) Annual Increase = 2.94	<b>Actual SWD</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 32% (2016-17) Annual Increase = 2.11	<b>Projected LEP 34.11</b>	36.22	38.33	40.44	42.55	44.66
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 32% (2016-17) Annual Increase = 2.11	<b>Actual LEP</b>					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations TBD (2016-17) Annual Increase = __	<b>Projected SIP TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations TBD (2016-17) Annual Increase = __	<b>Actual SIP</b>					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected Hispanic</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual Hispanic</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected AA</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual AA</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected SWD</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual SWD</b>					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected LEP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual LEP</b>					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	<b>Actual SIP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected Hispanic</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual Hispanic</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected AA</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual AA</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected SWD</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual SWD</b>					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected LEP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual LEP</b>					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Projected SIP</b>	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	<b>Actual SIP</b>					

<b>ACTION PLAN FOR STRATEGY #1:</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. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023		\$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by lesson plans, classroom observations and Instructional Rounds  Professional Development offerings on diverse learner strategies.

<b>ACTION PLAN FOR STRATEGY #1:</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>
2. Use OnTrack to evaluate and monitor attendance, behavior, and course grades for individual students in order to provide needed support.	2018-2023	OnTrack Team Classroom Teachers	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
3. Utilize GCSource data to identify school-wide trends and determine strategies to increase student performance among student sub groups.	2018-2020	OnTrack Team Classroom Teachers	\$0	NA	Evidence of EWRS intervention logs and regular team meetings by the school-based EWRS team
4. W.I.P and G.E.M.S clubs and mentor program	2018-2023	Tyson Wright Alicia Keller	\$0	NA	Attendance/participation logs, photographs

**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, MAP, and other measures.

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

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Fountas and Pinnell	<b>TBD</b>	<b>School Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual</b>					
Fastbridge	<b>TBD</b>	<b>School Projected</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
		<b>School Actual</b>					

MAP	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
		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					
MAP	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

<b>ACTION PLAN FOR STRATEGY #1:</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. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Instructional Coaches	\$0	NA	Classroom libraries offer a wide selection of texts that reflect students' interests and needs.  Teachers lead focused reading conferences and small group work.  Students can articulate and demonstrate progress toward their reading goal(s).
2. Implement Balanced Literacy with fidelity.	2018-2023	Classroom Teachers Instructional Coaches	\$0	NA	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3 <sup>rd</sup> grade
3. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Instructional Coaches	\$0	NA	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
4. Utilize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning.	2018-2023	Administrative Team	\$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth



<b>ACTION PLAN FOR STRATEGY #1:</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>
5. Continue with intervention such as RTI, Reading Recovery and LLI	2018-2023	Interventionists	\$0	NA	Data reports, progress monitoring

**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.

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

<b>ACTION PLAN FOR STRATEGY #1:</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. Continue with monthly mentoring meetings with new teachers. Secure a state trained mentor in every grade level/specialty area.	2018-2023	Instructional Coaches	\$0	NA	Meeting agendas, certificate of completion of state mentor training
2. Continue coaching cycles with all teachers.	2018-2023	Instructional Coaches	\$0	NA	Coaching cycle logs/notes
3. Attend Shining Stars annual event for the purposes of finding diverse, qualified teachers for available teaching positions.	2018-2023	Principal	\$0	NA	Annual employment report, interview logs, resumes

**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.

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
SDE School Report Card Survey	82%	<b>School Projected Students</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>School Actual Students</b>					
	94%	<b>School Projected Teachers</b>	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		<b>School Actual Teachers</b>					

	100%	<b>School Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>School Actual Parents</b>					
SDE School Report Card Survey	<b>91</b>	<b>District Projected Students</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Students</b>					
	<b>94</b>	<b>District Projected Teachers</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Teachers</b>					
	<b>88</b>	<b>District Projected Parents</b>	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$	$\geq 90$
		<b>District Actual Parents</b>					

<b>ACTION PLAN FOR STRATEGY #1:</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. Share School Safety Plan with stakeholders.	2018-2023	Principal	\$0	NA	Safety information on phone blasts, website, handbook, newsletters, meeting minutes
2. 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	Principal	\$0	NA	Tips/Feedback received from multiple stakeholder groups
3. Continue school safety practices such as regular safety drills, regular safety evaluations and school resource officers on-site.	2018-2023	Principal Secretary Plant Engineer	\$0	NA	Maintenance department checklist, response logs
4. Continue school safety programs such as Safety Patrols	2018-2023	Teachers Administrators	\$0	NA	Safety patrol rosters

**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 / 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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.0	<b>School Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		<b>School Actual</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	<b>District Projected</b>	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		<b>District Actual</b>					

Annual Expulsion Rate

<b>DATA SOURCE(s):</b>	<b>AVERAGE BASELINE</b>		<b>2018–19</b>	<b>2019–20</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.0	<b>School Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		<b>School Actual</b>					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	<b>District Projected</b>	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		<b>District Actual</b>					

<b>ACTION PLAN FOR STRATEGY #1:</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. Expand and enhance the utilization of Early Warning Systems to proactively intervene with students to limit expellable offenses.	2018-2023	School Teams	\$0	NA	GCSource and interventions being used



ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
2. Further develop F.R.I.E.N.D.S of the Creek mentor and tutoring program as well as the W.I.P and G.E.M.S clubs	2018-2023	School Counselors Behavioral Interventionist Principal SIC	\$0	NA	Log of mentors
3. Develop processes for promoting extracurricular activities to students in need of connection.	2018-2023	Principal School Club Coordinators	\$0	NA	More students participating in extracurricular activities

**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.

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

<b>ACTION PLAN FOR STRATEGY #1:</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. Establish protocols among all adults to communicate positively with students (Capturing Kids Hearts)	2018-2023	Administrative Team	\$0	NA	Documentation of communicating protocol to staff Training Logs
2. Continue regular and consistent communication with families through conferences, positive phone calls, home visits, classroom newsletters, principal newsletters and websites.	2018-2023	Administrative Team  Teachers	\$0	NA	Home Visits
3. Increase family and community involvement through school-based events, such as Lunch and Learn workshops, Real Men Read, Block Parties and more	2018-2023	Administrative Team  Teachers  SIC	\$0	NA	Students assigned to an adult at the school.

**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>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
		<b>School Actual</b>					
	(2016-17) <b>95</b>	<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:</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. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Team Attendance Clerk Admin team	\$0	NA	Students are identified and appropriate supports are assigned
2. Expand G+ initiative through programs/support focused on college and career readiness to encourage attendance	2018-2023	School Counselors	\$0	NA	Lesson Plans, Meeting Minutes
3. Encourage attendance through awards day recognition, conferences with parents for those with excessive absences and tardies.	2018-2023	Administration School Counselors Attendance Clerk	\$0	NA	Awards Day Agendas, leadership team meetings, conference logs

**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 – 6 % Lonely – 15 % Angry – 7 %	<b>School Projected</b>	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7
		<b>School Actual</b>	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%	<b>District Projected</b>	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
		<b>District Actual</b>	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

<b>ACTION PLAN FOR STRATEGY #1:</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. School counselors will teach whole and small group lessons and meet with individual students on how to recognize and manage feelings of anger, loneliness and fear.	2018-2023	School Counselors	\$0	NA	Lesson plans, logs of meeting with groups of students/individuals
2. As students are identified by school counselors, teachers and administrators, our site-based Mental Health Counselor will work with students and faculty using evidence-based practices to support positive outcomes with mental health needs.	2018-2023	Teachers Administrative Team Mental Health Counselor School Counselors	\$0	NA	Anecdotal notes/records from teachers, administrators, and school counselors, communication logs
3. Character development will be provided through the Capturing Kids Hearts Initiative	2018-2023	Teachers Administrative Team School Counselors	Program supplies	General Funds	Attendance logs, photographs