Greenville County School District
Cherrydale Elementary School
Strategic Plan
2018-2019 through 2022-2023

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

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

DISTRICT STRATEGIC PLAN COVER PAGE

GREENVILLE COUNTY SCHOOL DISTRICT

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

DISTRICT STRATEGIC ANNUAL UPDATE FOR 2018-2019 *(one year)*

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

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

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

TITLE II COORDINATOR

Ms. Patty Fox		
PRINTED NAME	**SIGNATURE**	**DATE**

DISTRICT STRATEGIC PLANNING COORDINATOR

Dr. Jason McCreary		
PRINTED NAME	**SIGNATURE**	**DATE**

DISTRICT READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Karen Sparkman		
PRINTED NAME	**SIGNATURE**	**DATE**

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN
(Mandated Component)

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

POSITION	*NAME*
1. PRINCIPAL	Debra R. Johnson.
2. TEACHER	Cameron Brice
3. PARENT/GUARDIAN	Brittany Small
4. COMMUNITY MEMBER	Nancy Cooper
5. SCHOOL IMPROVEMENT COUNCIL	Pastor Robert Vincent
6. Read to Succeed Reading Coach	Veronica Carter
7. School Read to Succeed Literacy Leadership Team Lead	Veronica Carter

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
** Must include the School Read to Succeed Literacy Leadership Team.

POSITION	*NAME*
Title I Facilitator	Dr. Sharolyn Simmons
Teacher	Cazzandra Sawyer
Instructional Coach	Kimberly Black
Parent/Guardian	Eliza Mendez-Conde

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

● Yes ○ No ○ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
● Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
● Yes ○ No ○ N/A	**Parent Involvement** 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.
● Yes ○ No ○ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
● Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
● Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
● Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
● Yes ○ No ○ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

○ Yes ◉ No ○ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.	
◉ Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.	
◉ Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and 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.	
◉ Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): 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.	
◉ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.	

Table of Contents

Introduction

During the 2018-2019 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

Faculty Council and Vertical Teams

Faculty Council	Math	ELA	Science	Social Studies
Debra Johnson	K4 - R. Smith	K4 - Titus	K5 - Robinson	K5 - Robinson
Jordan O'Toole	K5 - Garrison	K5 - Simpson	1st - S. Bailey	1st - Bruton
Dr. Sharolyn Simmons	1st - Furr	1st - Cooper &	2nd - Sawyer	2nd - Hammond
Kimberly Black	Ridgeway	Godfrey	3rd - Brice	3rd - Welkner
Veronica Carter	2nd - Brown	2nd - Steadman	4th - Citeno	4th - Mejia
Regina Smith	3rd - S. Ellis	3rd - Bobinski	5th - R. Jones	5th - B. Roe
Kendra Simpson	4th - Fludd	4th - Butler	SPED - Filter	ESOL - Dara
Marie Cooper	5th - Janakiraman	5th - Moyles	ESOL - Baker	RA - Klim
James Steadman	SPED - Hendrix	SPED - Gould	RA - Bear	Murphy
Cameron Brice	ESOL - Brevetta	ESOL - Eskew	Woods	D. Jones
Dewain Fludd	RA - Whittenberg	RA - M. Ellis	Gibbs	
Stephanie White	Armstrong	RTI - Walker		
Dr. Colleen Chavous				
Carmen Baker				
Angela Walker				

Executive Summary

Summarize findings of student achievement:
- 37 % of third through fifth grade students met or exceeded Math on SCReady
- 26 % of third through fifth grade students met or exceeded ELA on SCReady
- Earned a Below Average Absolute Rating on the 2017-18 School Report Card
- We continue to be concerned about the achievement, however, we have made gains in our growth rating.

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 2017-18 school report card, 88.3% of our parents indicated satisfaction with the learning environment.
  - According to our parent survey from the 2017-18 school report card, 86.7% of our parents indicated satisfaction with social and physical environment.
  - According to our parent survey from the 2017-18 school report card, 87.5% of our parents indicated satisfaction with school-home relations.
- Needs Assessment for Teacher and Administrator Quality: (Survey)
  - According to our teacher survey from the 2017-18 school report card, 90.7% of our teachers indicated satisfaction with the learning environment.
  - According to our teacher survey from the 2017-18 school report card, 90.7% of our teachers indicated satisfaction with social and physical environment.
  - According to our teacher survey from the 2017-18 school report card, 53.2% of our teachers indicated satisfaction with 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
- Donors Choose Grant Recipients
- Safe Kids School Award
- Fresh Fruits and Vegetable Grant
- LiveWell Greenville Healthy School
- Palmetto Silver Award for Performance
- Palmetto Silver Award for Closing the Gap
- Public Education Partners
- Reflections Winner (District and State)
- Safe Kids Award
- Digital Leader Corp

Cherrydale's significant challenges from the past three years
- Reaching all ability levels for subgroups
- Continuing improve student achievement performance MAP, SCPASS and SCReady testing
- Increasing the use of a variety of technology in the instructional program to ensure students meet the characteristics of the Profile of the SC Graduate
- Continuing to provide current staff development on best practices such as balanced literacy, inclusion, and integration of technology

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 675 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 48% Hispanic, 12.1% Caucasian, 34.9% African-American, and 5% other ethnic backgrounds. The school serves students in K4 through Grade 5. The school day begins at 8:00 a.m. and students are dismissed at 2:30 p.m.

Cherrydale Elementary School provides a comprehensive and challenging curriculum to all students. Our curriculum is based on the state's 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.

Teachers prepare a course syllabus that outlines these standards and the timeline for teaching them, textbooks and other resources used in the classroom, grading policies, homework practices, and classroom management plans. Syllabi are shared with all parents at our Meet the Teacher event as well as linked on every teacher's website. Parents who do not attend can reference the syllabus on-line or request a hard copy. Each teacher maintains a web-site which includes the syllabus, weekly classroom updates, and teacher e-mail. Subject matter and courses are reviewed on a regular basis both within the grade level and from one grade level to the next through vertical articulation. All our instructional activities are accurately aligned with curriculum standards in order to prepare all of our students for the next grade level.

During the 2018-19 school year, we served 176 students in Panther Academy, which is an afterschool tutorial based program to help students who demonstrated weaknesses in TE 21 Benchmark. Students worked with teachers to complete homework and iReady activities for ELA and Math support. Our kindergarten and first grade students were also involved in an RTI (Response to Intervention) reading program where they received intensive remediation.

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

Enrollment for 2018-2019 by grade levels is as follows:

4K	5K	First	Second	Third	Fourth	Fifth	Total
44	101	120	97	97	121	95	675

School Personnel
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 four 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 Superintendence concentration. She has responsibility of overseeing every aspect of the school.

As a professional educator with Greenville County Schools, she values and understands the importance of parental support and community involvement in a student's life. Mrs. Johnson firmly believes that children receive the best education possible when the school and home work together as a team. Her motto and desire for all children to be treated fairly and with respect. She passionately works with teachers, parents, and community leaders to teach, encourage, and mold students into responsible citizens of tomorrow.

Jordan O'Toole

Cherrydale Elementary School'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 taught in the classroom for over 8 years before transitioning into administration. She taught kindergarten, third, 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. Because the role of Assistant Principal includes the disciplining of students, Mrs. O'Toole strives to support teachers in this area so that classrooms can be free from distractions that may interfere with instruction.

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.

Instructional Staff

The school is staffed with a principal, assistant principal, 51 teachers, instructional coach, school counselor, literacy specialist, 1.5 half literacy interventionists, Title I facilitator, and behavior interventionist The support staff includes 6 paraprofessionals, nurse, 3 office staff, one media clerk, 8 cafeteria workers, and 5 custodial staff. The average teaching experience ranges from 1 to 33 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.

Community Partnerships

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.

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.

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.

The Title I planning committee recommends budget expenditures based on input from the entire staff and community members. They are responsible for ensuring that the budget reflects our shared goals, vision and mission.

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.

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 their comprehension. Appropriate reading tools and strategies are taught so that children can become independent and successful readers. All kindergarten students are screened in letter name fluency and letter sound fluency in the fall. Students who fall in the "at risk" (red and yellow) range are served in small reading intervention groups. The ERI Reading Kit is used for instruction. Kindergarten teachers and assistants have 3-5 students for 30 minutes daily. Progress monitoring is done every 10 days for 30 days. If the student has continued to maintain their skills, they are dismissed from the program. If the student begins to struggle, the student is put back into the program.

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.

Student Achievement Needs Assessment (2017-18 baseline)

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
2018

Meeting or Exceeding	3rd Grade	4th Grade	5th Grade
ELA	30%	20%	28%
Math	57%	25%	25%

Cherrydale Elementary
SCPASS Science and Social Studies Data
2018

Met or Exemplary	3rd Grade	4th Grade	5th Grade
Science	-	28%	-
Social Studies	-	-	67%

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
2018-2019

Date	Meeting	Facilitator(s)	Time
August 7	General Overview of Balanced Literacy	Veronica Carter Stacy Shamis	9:00 – 12:00
August 8	General Overview of Balanced Literacy	Veronica Carter Stacy Shamis	9:00 – 12:00
August 9	General Overview of Balanced Literacy	Veronica Carter Stacy Shamis	9:00 – 12:00
August 13	Orientation, Test Data	Debra Johnson Jordan O'Toole Dr. Sharolyn Simmons Veronica Carter Kimberly Black	8:00 -12:00
August 15	Closing the Attitude Gap and Being Intentional About Excellence in the Classroom	Principal Kafele Dawn Hooker	10:00-3:00
August 22	PLC Meetings	Grade Level Chairs	3:00-5:00
August 29	Reading Workshop Series for Grades K5 and 1st PLC Meetings	Administration	3:00-5:00
August 30	Technology Thursday	Teacher Leaders	3:00-4:00
September 5	A-team Professional Development PLC Meetings	A-team Coordinators School Psychologist	3:00-5:00
September 12	Reading Workshop Series for Grades 2 and 3 PLC Meetings	Administration	3:00-5:00
September 13	ESOL Planning Meeting Technology Thursday	ESOL Team and District (C. Ware) Teacher Leaders	10:30 - 12:00 3:00-4:00
September 19	Emergency Team PLC Meetings	Administration	3:00-5:00
September 26	Mastery Connect Training for Grades 2 - 5 PLC Meetings	Administration	3:00-5:00
October 3	Reading Workshop Series for Grades 2 and 3 PLC Meetings	Grade Level Chairs	3:00-5:00
October 10	Emergency Team and Vertical Teams PLC Meetings	Administration	3:00-5:00
October 11	Technology Thursday	Teacher Leaders	3:00-4:00
October 17	United Way Reading Workshop Series for Grades K5 and 1st PLC Meetings	Administration	3:00-5:00
October 18	Technology Thursday	Teacher Leaders	3:00-4:00
October 24	Faculty Council PLC Meetings	Administration	3:00-5:00

October 25	Technology Thursday	Teacher Leaders	3:00-4:00
October 27-31	Literacy for All Conference	Lesley University	
October 30-31	SLO Conferences	Administration	PLC Meetings
October 31*	Vertical Team Planning PLC Meetings	Grade Levels	3:00-5:00
November 1	Technology Thursday	Teacher Leaders	3:00-4:00
November 6	Quarter 1 Schoolwide Data Day 1	Administration	8:15 – 2:30
November 7	IXL Reading Workshop Series for Grades 2 and 3 Faculty Meeting PLC Meetings	Administration	3:00-5:00
November 7-9	Carolina TESOL Annual Fall Conference		
November 13	Quarter 1 Schoolwide Data Day 2	Administration	8:15 – 2:30
November 14	Learning A-Z Faculty Meeting PLC Meetings	Administration	3:00-5:00
November 21	RazKids Plus Faculty Meeting PLC Meetings	Administration	3:00-5:00
November 28	Faculty Meeting PLC Meetings	Administration	3:00-5:00
December 5	Faculty Meeting PLC Meetings	Administration	3:00-5:00
December 12	Faculty Meeting PLC Meetings	Administration	3:00-5:00
January 9	Faculty Meeting PLC Meetings	Administration	3:00-5:00
January 15-17	South Eastern Reading Recovery Conference	Sue Duncan	
January 16	Reading Workshop Series for Grades 2 and 3 PLC Meetings	Administration	3:00-5:00
January 23	Faculty Meeting PLC Meetings	Administration	3:00-5:00
January 30	The Data Teams Experience Book Study	Administration	3:00-5:00
January 30 – February 2	National ESEA Conference	Varies	
February 6	Writing PD during Coaches' Corner	Administration	3:00-5:00
February 7	Faculty Meeting PLC Meetings	Administration	3:00-5:00
February 12, 13	Quarter 2 Schoolwide Data Day	Administration	8:15 – 2:30
February 13	Faculty Meeting PLC Meetings	Administration	3:00-5:00
February 20	Faculty Meeting	Administration	3:00-5:00

	PLC Meetings		
February 27	Faculty Meeting PLC Meetings	Administration	3:00-5:00
March 6	Faculty Meeting PLC Meetings	Administration	3:00-5:00
March 13	Faculty Meeting PLC Meetings	Administration	3:00-5:00
March 14-17	National ESEA Conference		
March 20	Faculty Meeting PLC Meetings	Administration	3:00-5:00
March 24 - 27	National Youth at Risk Conference		
March 27	Faculty Meeting PLC Meetings	Administration	3:00-5:00
April 3-6	National Council of Teachers of Mathematics Conference		
April 10, 11	Quarter 3 Schoolwide Data Day	Administration	8:15 – 2:30
April 10	Faculty Meeting PLC Meetings	Administration	3:00-5:00
April 17	Testing Training Faculty Meeting PLC Meetings	Administration	3:00-5:00
April 24	Faculty Meeting PLC Meetings	Administration	3:00-5:00
May 1	Faculty Meeting PLC Meetings	Administration	3:00-5:00
May 8	Faculty Meeting PLC Meetings	Administration	3:00-5:00
May 15	Faculty Meeting PLC Meetings	Administration	3:00-5:00
May 22	Faculty Meeting PLC Meetings	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 2018-2019 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 School.

	Teachers	**Students**	**Parents**
Number of surveys returned	32	74	17
Percent satisfied with learning environment	91%	91%	88%
Percent satisfied with social and physical environment	91%	80%	87%
Percent satisfied with school-home relations	53%	81%	88%

Needs Assessment for School Climate:

Summarize findings for school climate

- (Parent Survey) According to our parent survey from the 2017-2018 school report card, 88% 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 90.7% of our teachers are satisfied with the social and physical environment of our school. Also 53.2% 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.

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	Mastery Connect 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	2018-2023	ILT Teachers	TBA	General Fund/ Title I Funding	School surveys and observations

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)	**School Projected Elementary**	**42**	**47**	**52**	**57**	**62**
		School Actual Elementary					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **52** (2017-18)	**District Projected Elementary**	**55**	**58**	**61**	**64**	**67**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #2: 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	Mastery Connect 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)	**School Projected Elementary**	32	37	42	47	52
		School Actual Elementary					
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 55 (2017-18)	**District Projected Elementary**	**58**	**61**	**64**	**67**	**70**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #3: 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
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* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 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.

INTERIM PERFORMANCE GOAL: 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)	**School Projected Elementary**	**73**	**78**	**83**	**88**	**93**
		School Actual Elementary					
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 74 (2017-18)	**District Projected Elementary**	**77**	**80**	**83**	**86**	**89**
		District Actual Elementary					

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	Mastery Connect 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.

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 students 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)	**Projected Hispanic**	30	35	40	45	50
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 25 (2017-18)	**Actual Hispanic**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 20 (2017-18)	**Projected AA**	25	30	35	40	45
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 20 (2017-18)	**Actual AA**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 45 (2017-18)	**Projected CAU**	50	55	60	65	70
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 45 (2017-18)	**Actual CAU**					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 3 (2017-18)	**Projected SWD**	8	13	18	23	28
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 3 (2017-18)	**Actual SWD**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 40 (2017-18)	**Projected LEP**	45	50	55	60	65
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 40 (2017-18)	**Actual LEP**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 26 (2017-18)	**Projected SIP**	31	36	41	46	51
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 26 (2017-18)	**Actual SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 37 (2017-18)	**Projected Hispanic**	42	47	52	57	62
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 37 (2017-18)	**Actual Hispanic**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 31 (2017-18)	**Projected AA**	36	41	46	51	56
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 31 (2017-18)	**Actual AA**					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 52 (2017-18)	**Projected CAU**	55	58	61	64	67
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 52 (2017-18)	**Actual CAU**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 11 (2017-18)	**Projected SWD**	16	21	26	31	36
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 11 (2017-18)	**Actual SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 40 (2017-18)	**Projected LEP**	45	50	55	60	65
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 40 (2017-18)	**Actual LEP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 37 (2017-18)	**Projected SIP**	52	57	62	67	72
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 37 (2017-18)	**Actual SIP**					
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 31 (2017-18)	**Projected Hispanic**	36	41	46	51	56
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 31 (2017-18)	**Actual Hispanic**					

SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 16 (2017-18)	**Projected AA**	21	26	31	36	41
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 16 (2017-18)	**Actual AA**					
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 64 (2017-18)	**Projected CAU**	67	70	73	76	79
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 64 (2017-18)	**Actual CAU**					
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 0 (2017-18)	**Projected SWD**	5	10	15	20	25
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 0 (2017-18)	**Actual SWD**					
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 40 (2017-18)	**Projected LEP**	45	50	55	60	65
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 40 (2017-18)	**Actual LEP**					
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 27 (2017-18)	**Projected SIP**	32	37	42	47	52
SCPASS Science SCPASS test data file	% Meets Expectations and Exceeds Expectations 27 (2017-18)	**Actual SIP**					

SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 63 (2017-18)	**Projected Hispanic**	68	73	78	83	88
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 63 (2017-18)	**Actual Hispanic**					
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 69 (2017-18)	**Projected AA**	74	79	84	89	94
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 69 (2017-18)	**Actual AA**					
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 71 (2017-18)	**Projected CAU**	76	81	86	91	96
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 71 (2017-18)	**Actual CAU**					
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 33 (2017-18)	**Projected SWD**	38	43	48	53	58
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 33 (2017-18)	**Actual SWD**					
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations (2017-18)	**Projected LEP**	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations (2017-18)	**Actual LEP**					

SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 67 (2017-18)	**Projected SIP**	72	77	82	87	92
SCPASS Social Studies SCPASS test data file	% Meets Expectations and Exceeds Expectations 67 (2017-18)	**Actual SIP**					

ACTION PLAN FOR STRATEGY #5: 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**
10. 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
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	N/A	Evidence of data driven conversations
2. Implement Professional Learning Community support in schools	2018-2023	ILT	$0	N/A	Strong implementation of professional learning communities as evidenced by observations, lesson plans
3. Provide strategy and content support for teachers	2018-2023	ILT	$0	N/A	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	N/A	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 2018-19	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Employment report	% of diverse teachers 2018-19	**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	N/A	Ongoing focus
2. Develop recruitment plans with all locations where there is no or minimal diversity.	2018-2023	ILT	$0	N/A	Plans in place for schools
3. Identify for schools quality candidates who are diverse.	2018-2023	ILT	$0	N/A	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					

ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
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	N/A	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	N/A	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	N/A	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)
• *Utilize programs to educate students and parents about offenses that can also result in criminal charges.* • *Utilize a Behavior Interventionist, District Interventionists, and school counselors.*		1. Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result		1. Utilize programs such as Juvenile Justice Jeopardy to educate students and parents about offenses that can also result in	

		in criminal charges.		criminal charges.	
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.		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.		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.	
• *Increase awareness of community based resources that families can reach out to for guidance and support.*		• *Increase awareness of community based resources that families can reach out to for guidance and support.*		5. Increase awareness of community based resources that families can reach out to for guidance and support.	

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					

ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
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	N/A	Documentation of communicating protocol to staff
4. Provide opportunities for support staff to be inclusive in school culture.	2018-2023	School team/PTA	$0	N/A	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	(2017-18) 36	**School Projected**	41	46	51	56	61
		School Actual					
	(2017-18) N/A	**District Projected**	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	$0	N/A	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	N/A	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	N/A	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	N/A	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 ≤**

ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Collect data surrounding social-emotional needs through student surveys	State to provide	ILT School Counselors	$0	N/A	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	N/A	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	N/A	Menu developed and distributed