

Cherrydale Elementary School  
Principal: Mrs. Scarlet Black

The School District of Greenville County  
Superintendent: Mr. Burke Royster

Action Plan (2013-14 through 2017-18)

March 27, 2015

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# Introduction

## Introduction

The self-study (Strategic Plan) begins as soon as PASS results are received by the school. Discussions among administration, instructional leadership team and teaching staff begin analyzing data, looking at strengths and weaknesses. Grade level teams begin their specific analyses once the school report card data becomes available. Staff members in the Special Education and ESOL areas go through the same with the data. They look at their students' results on both MAP and PASS and adapt their curriculum as much as possible to address areas weakness shown in these results. These two teams make up the majority of the Data Analysis committee. The building principal updates the Executive Summary. The committee members comprising the School Profile section are the instructional coach, Title 1 Facilitator, Guidance Counselor and several PTA officers that assist with community changes and groups that are involved in school partnerships. The instructional coach oversees these committees and pulls the work of the committees together. All committees write their updates and send them electronically to the instructional coach. Charts and graphs reflecting various data are created and inserted where needed. In addition to electronic copies that are sent to the district office, a hard copy is kept on site. This is a year- long process.

### School Portfolio Team members, roles, and committees:

#### School Profile:

Scarlet Black  
Michelle Calwile  
Betsy Poole  
Thaya Posley  
April Smith  
Tawio Barksdale

#### Student Achievement:

Roni Colvard  
Emily Juan  
Jami Christian  
Cameron Brice  
Lori McAlister  
Ryan Talty  
Corey Ehlenbach  
Shamika Anderson  
Vanessa Anderson  
Cazzandra Sawyer

Steven Thompson  
Carmen Biosca-Baker  
Michelle Camden  
April Smith

#### Teacher Quality Needs:

Scarlet Black  
Joseph Stowe  
Anne Alewine  
Kimberly Black

#### School Climate Needs:

Anne Alewine  
Tawio Barksdale  
Kimberly Black  
Scarlet Black  
Michelle Calwile  
Harriett Walker

Along with the committees and members listed above, all faculty and staff participate in the gathering of information and assist in identifying strengths and weaknesses at Cherrydale. Collectively, all have input in suggesting ways to maintain our increase student achievement and ways to better communicate with parents and the community surrounding Cherrydale Elementary School.

4K: Ashley Cauley – Mary Griffin  
Regina Smith – Betsy Poole

LDSC: Michelle Camden – Inclusion  
(4<sup>th</sup> and 5<sup>th</sup> grade)

5K: Sherri Bailey – Amanda Peets  
Jeanette Bruton- Bree Furr  
Marie Cooper – Megan Mills  
Melanie Hughey – Jennifer hill  
Kendra Simpson – Angela Bailey

LD Resource: April Smith –  
(5K- Gr. 3)

ESOL: Carmen Biosca-Baker

Gifted/Talented: Cynthia Gibbs

Gr. 1: Katie Benton  
Terrell Brown  
Alona Chastain  
Sabrina Garrison  
Charles Simons  
Angela Walker  
Ashleigh Williams

Related Arts: Kate Bear  
Stephanie Whittenberg  
Elizabeth Watson

Speech Therapist: Melanie Wall

Media Specialist: Michele Gregg

Gr. 2: Emily Blunk  
Roni Colvard  
Candace Collins  
James Steadman

Writing Process Coordinator: Harriett  
Walker

Math Lab Teacher: Tawio Barksdale

Computer Lab Instructor: Katie  
Cannada

Gr. 3: Shamika Anderson  
Cameron Brice  
Jami Chastain  
Emily Izard

Literacy Specialist: Veronica Carter

Title 1 Facilitator: Michele Calwile

Title 1 Social Worker: Frieda Woods

Gr. 4: Lynn Butler  
Lori McAlister  
Saundra Hammond  
Ryan Talty

Guidance Counselor: Thaya Posley

Instructional Coach: Anne Alewine

Title 1 Curriculum Coordinator:  
Kimberly Black

Gr. 5: Vanessa Anderson  
Corey Ehelenbach  
Cassandra Sawyer  
Steven Thompson

Administrative Assistant: Joseph  
Stowe

Principal: Scarlet H. Black

## Executive Summary

## Executive Summary

We continue to make gains at Cherrydale Elementary School. The results of the 2013-14 SC PASS shows growth among our students in the accountability grades as we move more students into the Met and Exemplary status of this accountability measure. While we still have strides to make, it should be noted that Cherrydale Elementary School earned a grade of "A" on the state's new accountability rating for schools. Cherrydale also earned a growth rating of "Excellent" on the 2012-13 state's school report card and received Gold and Silver Palmetto Awards for student achievement. The Gold Award and the "Excellent" growth rating on the state's school report card were firsts in the school's history. In 2011-12, the school earned two silver Palmetto Awards. These, too, were firsts in the school's history. Cherrydale continues prepare for implementation of the standards in South Carolina and continue to provide great learning opportunities for our students. Again, this year, the school also earned another star rating for energy conservation and was nationally certified as a Duke Energy Star rated school. Character Education continues to be a focus embedded into Cherrydale's total curriculum and helps to promote a school environment centered on great instruction and student learning.

Listed below is a brief synopsis of our SCPASS results from 2013-14. These results will receive a more in depth look later in this document.

### ELA for 3rd Grade 2013-2014 PASS

- We tested 74 students. 15 students scored Not Met, 21 students scored Met, 38 students scored Exemplary.
- 3rd Grade demonstrated success in Reading Literary Text (67.6%) and Informational Text (48.6%).
- Weak areas were Building Vocabulary (20.3%) and Researching (20.3%).
- ELA overall Scale Score was 637.6; Average Scale Score for SPED population was 595.1

### Math for 3rd Grade 2013-2014 PASS

- We tested 74 students. 24 students scored Not Met, 30 students scored Met, 20 students scored Exemplary.
- 3rd Grade demonstrated strength in Measurement & Data; Geometry at 45.9%.
- Weak areas were Operations & Algebraic Thinking (28.4%) and Number & Operations in Base Ten; Number & Operations Fractions (21.6%)
- Math overall Scale Score was 616.4; Average Scale Score for SPED population was 562.6

#### ELA for 4<sup>th</sup> Grade 2013-2014 PASS

- 67 students participated in this assessment. 16 students scored Exemplary, 27 scored Met and 24 scored Not Met
- Reading Literary Texts was the strongest area with 53.7%
- Researching Skills was identified as the area of greatest weakness (with 31.3%)
- Scores also show that Reading Building Vocabulary is an area that these students may require additional activities to review skills
- ELA overall Scale Score was 620.1; Average Scale Score for SPED population was 575.7

#### Math for 4<sup>th</sup> Grade 2013-2014 PASS

- 67 students participated in this assessment. 21 students scored Exemplary, 32 scored met, and 14 scored Not Met
- Measurement and Data: Geometry were identified as areas of strength for over half of the students (58.2%)
- Operations & Algebraic Thinking and Numbers and Operations in Base Ten were also areas of strength (both 52.2%)
- Operations & Algebraic Thinking (35.8%) is also an area that 4<sup>th</sup> grade students may require practice
- Math Scale scores among various groups ranged from 631.2 among LEP students to 652.2 among Non-disabled students
- Overall average Scale Score for Math was 642.2; Average Scale score among SPED students was 585

#### ELA for 5<sup>th</sup> Grade 2013-2014 PASS

- We tested 61 students. 10 students scored Not Met, 28 students scored Met, and 23 students scored Exemplary.
- 5<sup>th</sup> Grade demonstrated success in Reading Literary Text (72.1%) and Informational Text (60.7%).
- There were no weak areas; however, Building Vocabulary (49.2%) and Researching (63.9%) are areas in which students would benefit from additional activities.
- ELA overall Scale Score was 649.9; Average Scale Score for SPED population was 631.4

#### Math for 5<sup>th</sup> Grade 2013-2014 PASS

- We tested 61 students. 10 students scored Not Met, 21 students scored Met, and 30 students scored Exemplary.
- 5<sup>th</sup> Grade demonstrated strength in Operations & Algebraic Thinking; Number & Operations in Base Ten (67.2%), Number & Operations; Fractions (65.6%), and Measurement & Data (63.9%).
- There were no weak areas; however, Geometry (52.5%) is an area in which students would benefit from additional activities.

- Math overall Scale Score was 656.9; Average Scale Score for SPED population was 610.4

There are areas where we need to see improvement. We need to consistently maintain higher achievement in all PASS tested grades and in the areas reported. For example, we may see reading and research as an area of strength in one grade, but it may be a weaker area in another grade. The same can be said of writing and math. We must find a way to maintain one area while bringing increased achievement in another. Fourth Grade has been the grade that shows consistent student achievement on SCPASS, however Spring 2014 SCPASS scores showed that results from this grade leveled decreased somewhat, however great gains were made by our fifth grade students.

Needs Assessment Summary: Teacher and Administrator Quality  
Maintaining the Teacher and Administrator quality at 100% is a priority. The credentials of current staff members as well as those that are interviewed at Cherrydale are expected to have these credentials in place. The building principal, administrative assistant and the instructional coach are all available to help teachers with any questions/concerns in this area. Currently 14 of our 47 teachers have their Bachelors Degree, 4 have acquired eighteen hours beyond this degree. Twenty-nine staff members have a Masters degree with eight of these professionals having gained thirty hours plus their Maters degree.

Needs Assessment Summary: School Climate  
Results from our school report card that reflect school climate have fluctuated greatly from 2012-13 to those reported in 2013-14. The three groups participating in the survey appear to differ in their opinions from year to year. Results were overwhelmingly positive in 2012-13 and then decreased noticeably in the following year and showed some increase the following. Participation in the survey has fluctuated as well. Only fifteen teachers participated in the survey in 2012, thirty-eight participated in 2014. It can be noted that 47 and 46 parents participated in the survey in 2012 and 2014 respectively, but only twenty-nine returned surveys in 2013. Student participation is more consistent. To gain more accurate perceptions of these groups, greater participation among our parents is key.

Significant awards, results, accomplishments:

Cherrydale Elementary continues to be a data-driven school. For at least three consecutive years we have made AYP and were rated Average in both our Absolute Rating and Growth Rating for the 2009 – 2011 school years as well as the 2013 school year. Cherrydale received an Absolute Rating of Average and an Excellent Growth Rating. Under South Carolina's new accountability system, Cherrydale received a grade of "B". Our 2014 state report card shows that we

received "Good" in our Growth Rating as well as maintaining Average as our Absolute Rating. Cherrydale Elementary received two Silver Palmetto Awards (the first in the school's history) for student achievement in 2011-12. In 2012-13, we received Gold and Silver Palmetto Awards for student achievement. Cherrydale has also earned star ratings for our energy conservation efforts and has received national certification as Duke Energy Star rated school even as recently as March 20, 2015 we received notification that Cherrydale had been awarded a 2014 ENERGY STAR for Superior Performance for using less energy and generating fewer greenhouse emissions from the United States Environmental Protection Agency (EPA).

We continue to show gains in student achievement based on previous PASS scores as well as gains in the number of students meeting their target growth on MAP. We participate in the required Fall and Spring MAP testing. The building principal chooses to participate in Winter MAP as a means of tracking the progress of our students. Cherrydale also competes in the annual "Battle of the Books" district-wide literacy competition. Our team consists of 4<sup>th</sup> and 5<sup>th</sup> graders who commit to reading a district-adopted list of ten books and then answer questions about the books against another team in the district in live competition. Cherrydale's teams consistently perform well.

The Cherrydale Elementary School Art Program is based on the Common Core and State Art Standards. It promotes Student Directed Learning and Content Integration. The program provides enrichment activities through Art Society and after school assistance. Students participate in juried and non-juried art shows, the Roper Mountain Holiday Postcard display, a variety of art contests, community art (Ken's Plumbing Christmas Cards), and PTA Reflections. In 2013-2014 the students displayed artworks at the MT Anderson Center (February), participated in the YAM Western Region Art Exhibit (March), and Art in the Halls (April) school wide art show at Cherrydale Elementary School. One of our fifth grade students was awarded 1<sup>st</sup> place by the South Carolina PTA Reflections in the Visual Arts Intermediate Division 2014-15. Two students were given Honorable mention at the district's Juried Elementary Art Showcase. Three students had art work entered in the South Carolina Art Education Association Western Region Youth Art Month juried exhibition during the 2014-15 school year. We also have students participating in the district's annual "Spring Sing". In addition to the above recognitions, Cherrydale Elementary School is the recipient of a South Carolina Farm-to-School Grant Program by the South Carolina Department of Agriculture in coordination with DHEC, Clemson University and the Office of Health & Nutrition at the South Carolina Department of Education. Through this grant program, Cherrydale Elementary has the distinction of displaying the "Certified SC Grown" logo. The "Certified SC Grown" denotes local produce that supports local farmers and South Carolina's local economy. The food is better tasting and healthier because it spends fewer miles traveling from

farm to plate. This initiative is one of several at Cherrydale that promotes healthier eating and lifestyles in reducing childhood obesity. We also are *CATCH* (Certified Approach to Child Health) certified. Our physical education teacher has participated in the certification required for this program. Interested students also participate in Jump Rope for Heart.

While promoting healthy eating and lifestyles, Cherrydale Elementary has also embraced energy conservation. Cherrydale has also the recipient of the EPA's ENERGY STAR certification. This certification is registered nationwide and denotes Cherrydale's efforts towards energy efficiency. Cherrydale is one of the schools in the state of South Carolina to earn this award certification.

In order to strengthen our effectiveness as teachers at Cherrydale, we feel that goal-setting is a very important part of learning and growing. Not only do our students make goals to improve in their behavior, grades, PASS and MAP scores, but the school as a whole makes goals in order to improve our overall school achievement. Cherrydale Elementary has set the following goals to increase student achievement on PASS as follows:

*Increase the Science scale score among our 4<sup>th</sup> and 5<sup>th</sup> grade students by 5 points beginning with a baseline in 2014 of 611.5 (4<sup>th</sup> grade) and 609.7 (5<sup>th</sup> grade).*

*Increase MAP RIT mean score by 3% in 2015 overall with a baseline RIT score (2014) in Reading and Math. Actual numbers will be available in April 2015.*

Our mission is simple: "We empower all of Cherrydale's stakeholders to believe and achieve at the highest levels." We close each morning's news program with our motto: "Creating a learning environment where all children are empowered to BELIEVE and ACHIEVE".

# School Profile

**School Profile**  
**Cherrydale Elementary School**  
**2014-15**

This year Cherrydale celebrated its tenth year of operation. A small celebration was held at our annual fall carnival. One of our fourth grade teachers designed a special logo commemorating the occasion. These t-shirts were worn by faculty and staff members the night of the celebration. Over the years, our student population has grown from approximately 450 to over 600 students at the present time. Throughout those ten years, we have seen an increase in our Hispanic enrollment, a decrease in our White student enrollment, while the enrollment of our African American students has remained more consistent, although we have seen a decrease. Over 98% percent of the students at Cherrydale Elementary School are on free or reduced lunch; therefore, we are a Title 1 funded school qualifying Cherrydale for additional funds. The majority of these funds are used for teaching positions to help keep the student- teacher ratio low and to purchase additional instructional materials for English/Language Arts (ELA) and other content areas as needed.

This is the sixth year that Cherrydale students have had the option to participate in the school's single-gender program which was introduced at the beginning of the 2008-09 school year. This program was initiated to focus on improving student achievement, increased student attendance, decreased disciplinary referrals, and improved student accountability. Since the entire staff's initial training prior to the beginning of the 2008-09 school year, new staff members have participated in additional training in order to familiarize them with program components enabling them to incorporate single gender strategies in their classroom practices. The single gender program has been implemented in grades three, four and five with one all-male class and one all- female class in each of these grades. Students choosing not to participate in the program are enrolled in one of the two mixed gendered classes on their grade level. One positive that we have seen with this program is a decrease in student referrals from our fourth and fifth grade classes. We have also observed increased positive student-to-teacher interactions, increased student attendance, increased student assessment scores, and improved grades among students that participate in this program. We have seen that these results have translated into improved student achievement scores as defined by the state's new accountability assessment entitled SCPASS (South Carolina Palmetto Assessment of State Standards) from 2011-12, 2012-13, and 2013-14. Shown below is a brief analysis of ELA and Math results for grades 3 – 5.

The community surrounding Cherrydale Elementary School has seen much commercial growth in recent. 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. One notable addition has been the construction of an apartment complex on the site on the old Cone Elementary School. Children of school age are enrolled at Cherrydale Elementary.

#### Parent Involvement:

Parent involvement at Cherrydale is important and we have set high standards to make all parents and community members feel welcome in our school. 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 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. We try to offer something for everyone. Activities include "Parent Power" meetings, volunteer opportunities, and other school activities to involve parents. Another successful activity is "Family Fitness Night". This is a two-part activity night which begins with a brief warm-up/workout for everyone in attendance. This is followed by the Parents vs. the Faculty Basketball game. We believe that parental involvement at school has a positive impact on the educational progress of their children. Cherrydale students are included as often as possible on the program of our PTA meetings to encourage greater parent attendance. "Cherrydale Idol", while designed to showcase the talent of our students, provides another occasion for parents to come to the school. In the past two years we have enlarged the scope of the talent night to include "Cherrydale, So You Think You Can Dance" and this year the added attraction of a fashion show. Broadening the type of "acts" on this night allows more students the opportunity to participate.

#### Local Business/Development:

Cherrydale Elementary School appreciates the interest local businesses show in tangible support of instructional goals. We are fortunate in having close access to local businesses due to, but not limited to, our close proximity to Cherrydale Point. Being this close to numerous businesses promotes interaction with businesses on a regular basis. Business-school partnerships can help students achieve academic standards in a manner similar to the examples below.

- Expressions Unlimited, a florist in our community, provides flowers, plants and door prizes for special meetings and school sponsored activities. The owner, a school board member, lends support in an effort to keep our parents informed about district concerns.
- Wendy's, Pizza Hut, and other local fast food chains, provide meal coupons for students who are recognized at our monthly Awards Program

- for perfect attendance, Student of the Month, Terrific Kid, BUG Club (Bringing Up Grades) and A-B Honor Roll.
- Kiwanis Club of Greenville sponsors our Terrific Kids program by donating T-shirts, bumper stickers, pencils, and a cake to those deserving students.

By becoming involved with schools, business people can make personal contributions and become good corporate citizens for their community, which ultimately enhances their public image. The business partnership also gives businesses the opportunity to influence curriculum and attract employees to an area that has quality schools in which business is actively involved.

## **School Leadership**

### **Building Principal**

Mrs. Scarlet H. Black is the principal of Cherrydale Elementary School. She has been with the District for more than 30 years, beginning as guidance counselor at Monaview, Parker and League Middle schools, and also as assistant principal at East North Street Academy. She was named principal of Cone Primary School in 2001. She named principal of Sans Souci Elementary in 2003 while she was still holding the same position at Cone Primary. These two schools were combined the following year and renamed Cherrydale Elementary School, She earned a bachelor's degree from North Carolina Central University, a master's degree from the University of North Carolina-Charlotte, and a master's plus 30 from Clemson University. The 2014-15 school year marked Mrs. Black's tenth year as principal of Cherrydale Elementary School. Mrs. Black serves as the administrative head of the school and has responsibility for coordination of the total resources of the school and general supervision of all school activities, safety and welfare. The principal's role includes requiring acceptable conduct among students, monitoring a program of continuous improvement, and evaluating the effectiveness of all educational activities within the school. Mrs. Black has an open door policy for all staff and parents. She actively seeks input from the PTA and SIC. Mrs. Black also attends our monthly parenting meetings as a way to show her support for our parents' efforts in helping their children achieve in school.

The administrative assistant assumes responsibility for the operation of the school in the absence of the principal, makes classroom visits and observations, confers and counsels students, co-ordinates programs to improve student achievement, supervises extracurricular activities and assumes other duties assigned by the principal.

The Instructional Leadership Team (ILT) consists of the principal, administrative assistant, math lab teacher, instructional coach, Title 1 facilitator, Title 1 Curriculum Specialist and the school's writing coordinator. The team meets to

discuss ways to increase student achievement. All members of the ILT 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, developments state testing practice assessments (for in-house use) and analyses all MAP and PASS results. Curriculum issues related to grade level standards are often a topic of discussion as well. The ILT is joined by all grade level chairs and others designated by the building principal. This larger group, The Strategic Planning Team, meets monthly to share information from the perspective of the classroom teacher. Summaries of this meeting are taken back to the grade level team to be shared.

Grade level chairpersons are charged with monitoring, reviewing, and evaluating the school curriculum (standards and integration) and the quality of instruction on their grade level; facilitate grade level and vertical team meetings; be proactive on a variety of parent involvement issues; and assist the administration by addressing issues and finding solutions pertaining to diversity and the impact it has on learning. This group has been asked to take an active role in monitoring the work of all teachers on their particular grade level as working to raise the level of student achievement, not only in the PASS tested grades but the primary grades as well.

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.

### **Partnership Development**

Cherrydale Elementary School envisions our families, staff, and community working together to help our children succeed, because "Teamwork equals Achievement." This is a shared responsibility that we value. The faculty at Cherrydale Elementary School is committed to exploring and developing new strategies for our community, parents, and business partners, so that we can work in collaboration to meet the challenges of a fast-paced, ever-changing world.

Recognizing that parental involvement is one of the greatest contributors to student success in school, our staff has dedicated itself to developing strategies to increase parent and community involvement. We have determined, given our community's demographic profile that we need to provide support for our school families so that they, in turn, can support their children's education and become more involved in their community. Our on-going desire is to have a clearly articulated partnership structure for Cherrydale Elementary, so that our partners' efforts directly impact our students' success in school and in life.

At Cherrydale Elementary School the students are our number one priority. We believe that we must have the support from our families in order to truly impact the academic success of students. We believe that communication with all parents is one of the most important steps in getting families involved in their child's education. Some of the strategies our faculty and staff have been that have been found successful include:

- A "Meet the Teacher" ice cream social at the opening of every school year
- Parent teacher conferences in which all teachers are required to have 100% participation
- Weekly classroom newsletters and web pages which are updated regularly and posted weekly on each teacher's website
- Regular PTA meetings
- Weekly behavior cards for each student as well as Class DoJo
- Assistance Team meetings involving a team of staff members who come together regularly to discuss the academic and behavioral progress of students
- School Improvement Council that meets monthly with elected parents and community leaders. They work together with the officers of PTA and our school staff to work toward goals to help meet the needs of our school family and community
- Monthly Parent Power Meetings where parents have an opportunity to receive helpful information in a relaxed setting with faculty, community agencies, and other parents
- Various parent and child lunch events
- Home visits are made by teachers, counselors and staff so that all parents are informed of their child's educational progress and any on concerns that may arise.
- The school also utilizes the message system that calls parents to give them an update of current or future school events.
- Special parents and grandparents days at the fall and spring Scholastic Book Fair

Cherrydale Elementary is proud of our Parent Involvement. We continue to expand on our current parental involvement activities as well as develop a partnership plan, as part of our comprehensive school improvement plan. We will also ensure that our partners have the opportunity to contribute to and benefit from these endeavors. It is our belief that our students have much to give to, as well as learn from, their community.

### **Business Partnerships**

Our school appreciates the interest local businesses show in tangible support of instructional goals. Business-school partnerships can help students achieve academic standards in a manner similar to the examples below.

- Expressions Unlimited, a florist in our community, provides flowers, plants and door prizes for special meetings and school sponsored activities. The owner, a school board member, lends support in an effort to keep our parents informed about district concerns.
- Papa John's Pizza provides discounts for pizza to be used as rewards for teachers to give out when students accomplish a certain goal.
- Kiwanis Club of Greenville sponsors the "Terrific Kid" program. Cherrydale students are selected based on good citizenship. The Kiwanis Club provides "Terrific Kid" tee shirts, pencils, and bumper stickers. Students are also invited to a "Terrific Kid" celebration.
- Roper Mountain Science Center offers programs, both at Roper Mountain and on site, at discounted cost to Title I Schools such as Cherrydale.
- Pepsi Bottling Company donates banners and drinks to our school for PTA and different school activities.
- The Bank of Travelers Rest provides one silver dollar to each child that has perfect attendance throughout the school year. These silver dollars are received at our special awards program held at the end of the school year.
- Various community agencies and churches adopt families for Christmas.
- Greenville Mental Health Center offers counseling services to our students on site. They are available during all school hours to our students and parents seeking assistance.
- The Peace Center offers discounted tickets to a variety of performances for our students
- Awards and Sports provides trophies and other items for various recognition programs that are held at Cherrydale.

By becoming involved with schools, business people can make personal contributions and become good corporate citizens for their community, which ultimately enhances their public image. As businesses partner with Cherrydale we offer a variety of incentives that include: Verbal recognition at our PTA meetings, business name will appear as a partner in our PTA newsletter; framed award; business name on outside marquee and an open invitation into our school community. The following list includes our active business partners and their involvement with Cherrydale Elementary School and its students.

### **Community Partnerships**

Cherrydale is fortunate to have established partnerships in the community as well. These partnerships consist of organizations, churches, and others that are part of the Greenville County School District.

- Churches in the area around Cherrydale Elementary provide various supplies for school, Christmas for children, and offer volunteer and food ministries for needy families throughout the school year.

- Northwest Crescent Child Development Center offers our students and their family's educational, medical, mental health, and parenting support at a reduced rate according to income. This has been a valuable resource to us as we strive to take care of the many special needs of our school family.
- Zeta Phi Beta Sorority has donated book bags for the students.
- The Salvation Army Boys and girls club is an off campus after school program. The boys and girls club provides transportation for Cherrydale students. At the club, students get help with homework, participate in activities, and meet new friends.
- Mt. Calvary Baptist Church provides a release program on Wednesday afternoons. The church comes to our school and picks up the students for after school activities such as homework assistance, athletics, and prayer group one afternoon each week. Mt. Calvary Baptist also delivers an unlimited number of filled Christmas stockings to our needy families during the holiday season. The church also provides clothing and jackets for our students. Mt. Calvary also prepares a special "Back to School" bags for our faculty and staff at the beginning of the school year. Church members also volunteer to help teachers set up their rooms and bulletin boards prior to the beginning of the school year. These volunteers also make themselves available to read to our students during our annual "Literacy Week."
- The United Way assists in providing health and human services related to academic achievement (glasses, hearing devices, dental care, support groups, etc.).
- Girl Scouts USA provides financial and technical assistance to Cherrydale's troop #151.
- Cherrydale also participates in the Duke Energy Conservation program. This interactive program educates students in ways they can implement energy-saving practices at home.

### **Partnerships with Parents**

The most common type of school partnership is with parents. In spite of this, the two greatest teacher concerns about teaching continue to be:

- Children do not come to school ready to learn or without the literacy background needed to be successful in the early grades
- There is not enough parent involvement in children's learning

There is evidence that parental involvement leads to increased achievement. The key to increasing the amount and quality of parent involvement is to help parents understand what they can do to make a difference and to allow them to contribute in meaningful ways. Cherrydale takes great pride in its efforts to bring parents into the school in a variety of ways. Both our school counselor and Title

1 facilitator spend much time planning meaningful and practical activities that are both fun for the parents and informative. Teachers must take an active role to encourage and motivate parents to get involved in educating their children. Often parents do not feel they have the ability or skills to assist teachers and students at school. It is our responsibility to encourage and promote parent involvement with all our parents and continue to create opportunities for them to come into the school.

The programs below are some of those offered at Cherrydale designed to enable parents to become more involved in their child's education. We also make programs available to parents that will encourage them to become frequent visitors at Cherrydale.

- Quarterly Awards Programs
- Parent Teacher Association Membership drive to encourage all parents and friends of our school to become members and participate in the monthly PTA/Parents Night programs.
- Volunteer Luncheon held at the end of the school year to honor our volunteers.
- Open-door policy to visit our school or classrooms. Parents are also encouraged to eat lunch with their children whenever possible.
- Monthly Parent Power meetings give parents information on a variety of topics that will help them with their children both academically and behaviorally.
- Parent orientation for the following programs: participation in Single Gender classes and Visionary Boys Program
- Our Guidance counselor, Title I social worker and Greenville Mental Health Center are available to all parents and students.
- Assistance with Christmas for parents needing help

### **Higher Education Partnerships**

We are fortunate to be located close to several colleges and universities that take a special interest in providing opportunities for students to be engaged in regular volunteer and service-oriented programs. A partnership with teacher training institutions help both our school and the university in providing the college student with valuable experiences and learning what it takes to become an accredited teacher. This involvement may be for practicum experience, student teaching, field studies or observation for course work for both undergraduate and graduate level studies. It is of utmost importance for our students to have the opportunity to meet and get to know about colleges in our area as well as the students that attend them. This is an educational experience for our students showing them a world and an attainable goal for their future and what can be accomplished with hard work and determination.

## **Summary of Progress**

Student needs are being met through active partnerships with local and community services. Much has been undertaken with the support of our partners. These partnerships have brought more resources to student learning and the school than we imagined possible. We will continue to stay focused on continuing the activities that have created a positive force for the students, the vision, and the academic standards. The most important partnership that has been established is the one with the parents of our students. Parent Power meetings are the mainstay in our efforts to draw as many parents as possible. The parents of our Hispanic students are consistent and active participants in these meetings. At least one or two of these meetings are held at night in hopes of drawing in parents that work during the day and unable to attend meetings during the day. We will continue to be aggressive in reaching out to all our parents to strengthen that relationship and encourage increased participation.

## **School Personnel Data**

The staff of Cherrydale Elementary is composed of one principal and 57 teachers and other faculty members. This number includes the following:

30 highly-qualified classroom teachers – 4K through grade 5	
8 certified paraprofessionals	1 Computer lab teacher
3 Curriculum Coaches	1 Title 1 Facilitator
1 Instructional Coach	1 Guidance Counselor
3 Related Arts teachers	1 ESOL teacher
1 LD Inclusion teacher – grades 4 and 5	1 Title 1 Social Worker
1 LD Resource teacher - 5k – grade 3	1 Administrative Assistant
1 Speech teacher – 2 days per week	1 Media Specialist
1 Challenge teacher – 2 days per week	1 Literacy teacher
1 Part time Media assistant	

In addition to these full-time teachers and paraprofessionals, we also have one attendance clerk, one part-time media assistant, one secretary, six food service workers, one full-time nurse and five custodial workers. Additional support personnel that are available to assist in meeting the needs of Cherrydale Elementary students are one mental health counselor, retired educators, a functional School Improvement Council, active Parent-Teacher Association, and a released-time program with a local business partner.

Our building principal believes that the demographics of the faculty and staff should mirror our student demographics. She has made an effort to hire qualified personnel with varied ethnic backgrounds and increase the number of qualified male teachers at Cherrydale to provide a positive role model for our students.

The chart on the following page shows Cherrydale’s faculty/staff demographics by ethnicity and gender. This number includes all personnel whom are involved with teaching our students in any way both full and part time. The chart below is a summary of our current teaching and support staff.

	Male		Female	
	Black	White	Black	White
4K Teachers				2
Paraprofessionals			1	1
5K Teachers			1	4
Paraprofessionals	1		3	3
Gr. 1	1	1	2	3
Gr. 2		1	1	2
Gr. 3	1		1	2
Gr. 4		1	1	2
Gr. 5		2	2	
Related Arts				3
Curriculum Support	1		1	1
Media Specialist				1
Literacy Teacher			1	
Instructional Coach				1
ESOL				1
Special Education				2
Computer Lab Teacher				1
Other	1		2	2
<b>Total</b>	<b>5</b>	<b>5</b>	<b>16</b>	<b>31</b>

### Student and Teacher attendance

The following table shows student and teacher attendance over time.

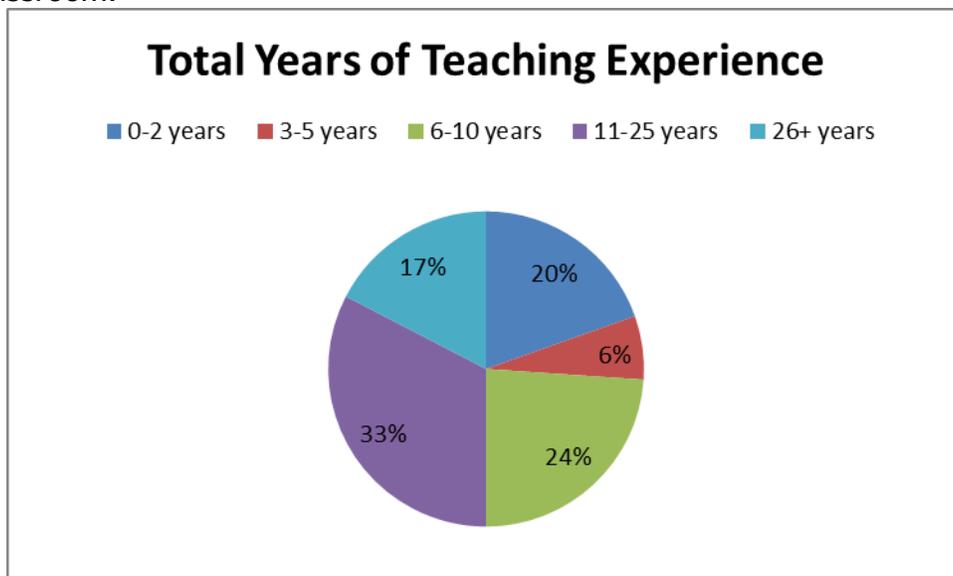
	2011-12	2012-13	2013-14
<b>Students</b>	97.5%	97%	97%
<b>Teachers</b>	97.3%	95.5%	97.6%

Both our student and teacher attendance is very high. There are slight fluctuations from year to year, but these are not overwhelming. Student and teacher attendance was almost exactly the same in 2011-12. Student attendance remained around 97% the following year, but there was a slight decrease in teacher attendance for the same year. Teacher attendance increased in 2013-14 while student attendance was unchanged from the previous year. Cherrydale offers incentives to students on a quarterly when a drawing is held for a wonderful prize. A contest is held for each quarter during the school year with a different prize incentive for each nine week period. All students that attend school every day have their name put in a special drawing. At the end of the nine weeks, one name is drawn to receive the prize incentive for that time period. Through the PTA, lucky students have won a bicycle, movie gift packages

for their family, and Walmart gift cards, sleds and tickets to the circus. The teacher attendance at Cherrydale is always near the top in the district. Our teacher attendance rate is also among the highest in the school district. We feel that our school is a place where children want to come and this is reflected in their attendance over the years. Our teacher attends is an indicator of their support for the education of our students. Cherrydale Elementary's student and teacher attendance met the state objectives for attendance in these areas. The state objective for student attendance was 94%; our student attendance rate was 97% in 2013-14; our teacher attendance of 97.6% met the state objective as well.

### Teacher Experience and Degrees:

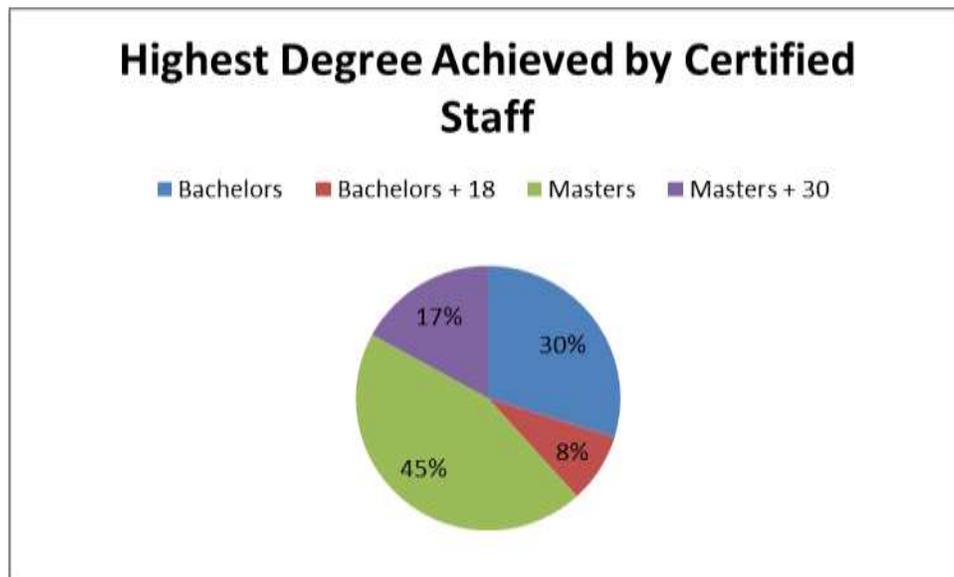
We have a good mix among our faculty and staff of beginning teachers and those with varying years of experience. The new teachers can learn from their more experienced peers and those seasoned veterans can be rejuvenated by the enthusiasm from new teachers and their particular set of skills. Several of our teachers have recently completed higher degrees taking advantage of the opportunities of the many colleges and universities in the area that offer distance learning courses. The following chart indicates the total years of teaching experience of our staff. The numbers and percentages reflect all certified staff, both those that teacher in a classroom or resource class or hold positions outside the classroom.



The majority of our certified teaching staff has been teaching between eleven and twenty-five (16 certified staff) years, followed by teachers with six to ten (11 certified staff) years of experience. If we look at both of these ranges of years of teaching, we see exactly one-half of our staff in these two ranges. This indicates that we have a good number of veteran teachers. Six percent (or 3 teachers) have been teaching for three to five years. The remaining 17% have 0 – 2 years

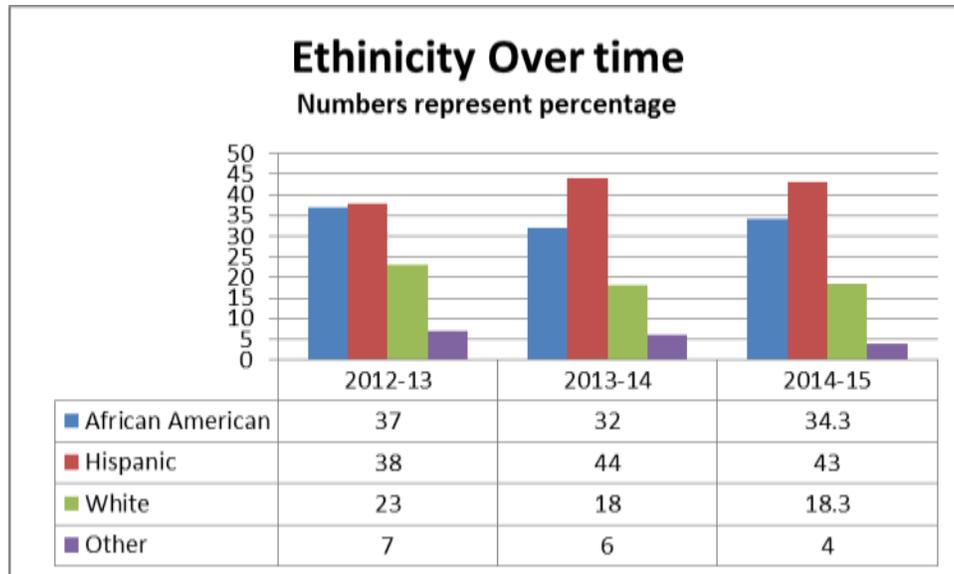
of teaching experience. There is a good balance of certified staff on each grade level that can learn from each other. Weekly grade level meetings promote communication providing everyone the opportunity to learn from their team members.

The following chart shows the highest degree earned by our classroom teachers and other personnel. Twenty-eight or 62% of our faculty and staff members have achieved a Masters degree or 30 hours above their Masters degree. Thirty percent (14) teachers have their Bachelors Degree while the remaining 17% or four teachers, have begun work on their advanced degree and have earned eighteen hours toward their Masters degree.



### **Student Population**

Cherrydale Elementary is a Title 1 funded school due to the high number of our students qualifying for Free/Reduced meals and a poverty index above 98 percent as well. There were approximately 480 students enrolled at Cherrydale during the 2012-13 school year. However, enrollment for the 2013-14 school year increased to approximately 535 students. The enrollment for the 2014-15 school year is over 600 students, the highest total we have had in our 10-year history. During the current school year, our student enrollment has been as high as 612 students. We have also noted demographic changes in our enrollment over the years shown. The following table shows Cherrydale's enrollment by ethnicity as of March 5, 2015.



Four years ago, our enrollment was divided into thirds based on the 3 major ethnicities (African American, Hispanic, and White) represented in our student population. We saw increases in our Hispanic population in 2012-13 and 2013-14 and decreased slightly in 2014-15. Our African American enrollment decreased from 2012-13 to 2013-14 by five percentage points, then increased in 2014-15. The enrollment among our White student population paralleled that of our African American student population from 2012-13 and 2013-14 as our Hispanic population increased. Our White population remained almost the same from last school year to the current school year.

The following chart shows our enrollment by ethnicity, as of March 5, 2015. The majority of our K4 (over one half of their enrollment) through Grade 2 enrollment is Hispanic. Our first grade classes have the highest number of African American students followed by our K5 classes. We have the least number of white students in our two K4 classes, while 3<sup>rd</sup> grade has the highest number of this group.

<b>ENROLLEDMENT By Number</b>	African American	Hispanic	White	Other (2 or more races)
4K : 40 students	10	22	7	1
5K: 127 students	43	57	19	8
Gr. 1: 109 students	48	40	19	2
Gr. 2: 92 students	32	44	11	5
Gr. 3: 91 students	30	37	21	3
Gr. 4 : 73 students	24	26	18	4
Gr. 5: 74 students	21	25	16	2

The following table shows the enrollment of our student's with disability population by grade level.

	<b>LD: Inclusion Model: Gr. 4 - 5</b>	<b>LD Resource: 5K – Gr. 3</b>
Grade 5	10	
Grade 4	11	1
Grade 3		6
Grade 2		7
Grade 1		4
5K		7
<b>TOTAL</b>	<b>21</b>	<b>25</b>

Cherrydale utilizes the inclusion method in grades 4 and 5 where the inclusion teacher sits alongside her students in the regular classroom assisting as needed. These students spend their day in the classroom with their peers. There are times when our learning-disabled students meet in a small group with their inclusion teacher. Students in 5K through grade 3 receive assistance in the resource classroom. Along with grade level standards, this teacher uses the RTI (AimsWeb) progress monitoring system to track reading progress among her students. We also have one Speech Therapist that is on site two days a week serving students in pre-kindergarten through grade five with the majority of these students being in the primary grades. We also have one Challenge teacher on site Monday and Tuesday of each week.

The following chart shows the gender and ethnicity of our total disabled student population by grade level. Totals are given at the end of each row indicating this special student population by ethnicity and gender. Student enrollment totals by grade level are shown at the bottom.

	<b>4K</b>	<b>5K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>TOTAL</b>
African American Males		0	1	3	0	2	3	<b>9</b>
African American Females		2	2	0	1	1	0	<b>6</b>
White Males		2	1	1	1	3	3	<b>11</b>
White Females	0	1	0	1	1	2	1	<b>6</b>
Hispanic Males	0	2	0	2	2	1	3	<b>10</b>
Hispanic Females		0	0	0	0	3	0	<b>0</b>
Other	0	0	0	0	0	0	0	<b>0</b>
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>12</b>	<b>10</b>	<b>35</b>

The largest enrollment in our special needs population is found among our White (33) students followed by our African American (15) students, and then Hispanic (24) students. There are more male students enrolled in these classes than females. Twenty-seven students in grades 3-5 have been identified as students with a disability. Eighteen students in the primary grades attend resource class. Fourth grade accounts for the majority of students enrolled as having an identified as having a disability. The twenty-two fourth and fifth graders in the program participate in the inclusion model. Our inclusion teacher joins these students in the classroom throughout the day. She also meets with them in small groups as needed.

The chart includes students enrolled in ESOL based on English proficiency assessments in 2014. As of March 5, our Hispanic enrollment made up 43% of our student population (K5 – 5<sup>th</sup> grade). Sixty-eight Hispanic students are enrolled in the ESOL program based on 2014 ELDA scores.

<b>ESOL</b>	<b>5K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>Totals by Gender</b>
<b>Hispanic Males</b>	11	8	6	9	5	5	<b>44</b>
<b>Hispanic Females</b>	3	9	5	1	3	3	<b>24</b>
<b>Totals: By grade</b>	<b>14</b>	<b>17</b>	<b>11</b>	<b>10</b>	<b>8</b>	<b>8</b>	<b>68</b>

We are fortunate to have a bi-lingual teacher to work with our Hispanic students in grades one through five. Currently there are forty-six students enrolled in our ESOL program in grades one through five. The majority of these students are 2<sup>nd</sup> graders with fifteen, followed by 4<sup>th</sup> graders with thirteen students. Twenty-four students in the first and second grade are enrolled in the ESOL program. Fifteen 2<sup>nd</sup> graders receive ESOL services along with thirty-one students from grades 3, 4 and 5. Nine of the students enrolled in the ESOL program are 1<sup>st</sup> graders. There is an additional thirty students enrolled from our 5K classes. This group (5K) of students is served by our bi-lingual paraprofessional who works specifically with our 5K classes. The highest number of students identified as needed ESOL services are in our four kindergarten classes followed by 15 second graders, 13 fourth graders, and 12 fifth graders. The remainder is in the third grade. We serve a greater number of Hispanic males in this program with fifty. There are thirty-seven Hispanic females being served.

In order to identify students that may potentially be at risk, we do our best to identify them as early as possible and find ways to help them increase their achievement in the early school grades. Early Reading Intervention and Soar to Success/RTI are two programs endorsed by the school district that we have implemented to address these needs. Cherrydale implements two intervention

programs, Early Reading Intervention (ERI) and RTI/Soar to Success. The ERI program is taught by the 5K Paraprofessionals after receiving the district-required training. The 5K paraprofessionals work with identified students with a maximum of 5 students in the group. Early Reading Intervention (ERI) focuses on letter recognition, letter sounds, and letter formation. Students taking part in the program are identified by their teacher after screening at the beginning of the academic year as designated by the school district. These students are identified early so that weak areas can be addressed to avoid placement in disabled classes later. Soar to Success (RTI) is implemented in first and second grade. All K5 and first grade students are benchmarked three times during the year according to the school district calendar. Students are benchmarked in three areas: Phoneme Segmentation, Nonsense Word Fluency and Reading. The Instructional Coach carries out this identification process for the first grade teachers. The paraprofessionals screen 5K students. We use Fall Reading MAP scores to identify 2<sup>nd</sup> grade students for the program. Once identified, these second graders are administered the AIMSweb Benchmark Assessment in order to track progress through regular Progress Monitoring. Second grade students participating in the program are also benchmarked in the Fall (September), Winter (January) and in the Spring (May). The goal of these two intervention programs is early identification and addressing weak areas that may hinder academic progress. As stated previously, the K5 paraprofessionals administer benchmark assessments and monitor the progress of the students they teach. The Instructional Coach, Curriculum Support teacher, Literacy Specialist, and the ELA writing coordinator share the responsibility of teaching the first and second grade RTI groups, progress monitoring, as well as administering benchmark assessments. The Instructional Coach manages the implementation of these programs, meets with grade levels to discuss benchmark results and writes the summary of benchmark assessments and emails them to identified district personnel.

### **Instructional and Organizational Effectiveness**

Along with the two programs described earlier (ERI and Soar to Success) Cherrydale Elementary has other programs and practices in place based on our assessments of the needs of our students. We continue to implement the Single Gender program in our intermediate grades with one single gender girls' class in grades 3, 4, and 5 along with one single gender boys' class in the same grades. The addition of the single gender 3<sup>rd</sup> grade male class was added this year (2014-15). Students participating in the Single Gender program have experienced success in many areas. The building principal plans to continue expanding the program as she finds a good match between the teacher, grade level and students.

Balanced Literacy was fully implemented in all grades this year. All teachers participated in training provided by the school district on four different occasions

during the school year. Training was provided by the school district lead by qualified instructors trained by the program's publishers. Last year the focus of these training sessions was Guided Reading. During the 2014-15 school year, model lessons, literacy centers, conferencing, choosing the correct guided reading book, and the Reading Workshop were the topics. Fountas and Pinnell Benchmark Assessment kits are used at least two times during the school year (in September and April-May). Often teachers choose to benchmark their students in January as well. Establishing our collection of guided reading leveled books is an on-going process. Additional books, both literary and informational texts, were purchased this year. More books will be added as funds become available.

The following sections are a brief description of the programs in which we participate at Cherrydale:

#### **Four- year and Five-year Kindergarten programs**

Two four-year old pre-kindergarten classes are available for students who qualify and have turned four on or before September 1. Kindergarten students must be five years old on or before September 1 of the school year in which they are enrolling. First grade students must be six years old on or before September 1. Our kindergarten teachers take seriously their charge to prepare students not only for the first grade, but for laying a foundation for their education at Cherrydale. They participate in Every Day Counts Calendar Math and Fountas and Pinnell/Balanced Literacy program for delivering reading/language arts and writing instruction. Science instruction is delivered through science kits that are provided by the school district. Kindergarten teachers receive their kits at the beginning of the school year and use them as their units of study aligned with kindergarten science standards. The Social Studies curriculum is delivered through the use of big books and during ELA instruction. Writing instruction is delivered both in large and small group activities. Five-year kindergarten students also participate in related arts classes for thirty minutes each day. The kindergarten teachers also sign up lessons and time to check out books in our library/media center. All instruction in the 5K program is based on South Carolina State Standards and Common Core Standards.

#### **Grades One through Five**

All instruction in grades one through 5 is based on South Carolina State Standards (Science and Social Studies) and Common Core Standards (ELA and Math). Resources available for teachers are accessible in Rubicon Atlas through the School District of Greenville County. Teachers at Cherrydale implement the Fountas and Pinnell Balanced Literacy Model. All classes implement Every Day Counts Calendar math. Teachers have Every Day Counts Calendar Math kits that are used with some of the components of the program as well as Promethean flipcharts for other components. Houghton/Mifflin (Journeys and Go Math) is the

district- adopted textbook for both reading and math. Additional resources for teachers are available on Think Central, an online system that teachers can use through Houghton/Mifflin. The Instructional Coach set up accounts for each teacher so that they can access these materials at will. Science instruction is based on the state standards and is supplemented by district-provided science kits. Each grade level receives 3 kits that are based on these science standard strands. The school has the kits for 4 to 6 weeks which gives all teachers on the grade level an opportunity to use the kits. The science lab serves dual purposes. Our leveled book library has been organized and is accessible to teachers in this room. Science materials are also stored there for use by all teachers. All textbooks are aligned with South Carolina State Standards for the grade level. Reading, Science and Social Studies series came with sets of classroom leveled readers which are in the book and leveled according to Fountas and Pinnell. Extra sets of these leveled readers are stored in grade level workrooms. Cherrydale students are assessed in writing using assessments which are outlined in ELA/Rubicon Atlas under each type of writing. Teachers teach Opinion Writing, Narrative Writing, and Explanatory Writing and use the prompt provided at the end of the unit. Rubrics for each type of writing are used to score the writing sample. All grade levels are scheduled for the computer lab once a week for Compass Learning. The computer lab teacher and the classroom teacher assign students lessons based on their needs. Lessons for students in grade 2- 5 are assigned based on MAP test results. The building principal has asked the computer lab instructor and the teachers to assign lessons on the proficient and advanced levels to challenge these students to increase their achievement. Our second computer lab is available to all grades at all times for use as determined by the teacher. The teacher can reserve this computer lab when all students need access to a computer at once for research or additional time to practice various skills.

### **Educational Models**

In order to support student achievement Cherrydale works with several educational models to help improve student achievement. The programs that are used are the following: Fountas and Pinnell Balanced Literacy model, Every Day Counts Calendar Math (mentioned above), Early Reading Intervention (ERI), Soar to Success (RTI) and Balanced Literacy.

- **Balanced Literacy** – This program is a district initiative that was fully implemented in all elementary schools at the beginning of the 2013-14 school year. This program consists of establishing a beginning reading level for each child based on Fountas and Pinnell Balanced Literacy Benchmark Assessment kits. There are two kits – Primary for 5k through grade 2 and the Intermediate kit for grades 3 through 5. Results tell teachers an appropriate reading level for each student which enables the teacher to set up reading groups. Each teacher has three to four reading

groups. The Balanced Literacy block in the primary grades varies to some degree from the intermediate grades. Literacy Centers are set up in these classes as a rotation for students in the class. This provides opportunities to practice skills and also opportunities to read leveled books daily. The intermediate grades can set up a rotation system of different activities if the teacher so desires. The main parts of the model in the upper grades are Reading Workshop and Writing Workshop. There is an extended amount of time for independent reading to help these students build stamina as readers.

- Every Day Counts Calendar Math – All classrooms display a calendar from their grade level kit. All teachers have been trained in the implementation of this district program. Each teacher also has his/her own kit containing these components as well as Promethean board flipcharts which make the program more interactive for the students.
- Literacy Specialist – This position was established by the South Carolina Department of Education to work with K5 and 1<sup>st</sup> grade students who have been identified by their teacher as needing additional reading support. The Literacy Specialist also attends monthly meetings lead by district personnel.
- 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. This process puts the results directly into AIMSWeb which saves time, paper, and copies. Kindergarten students are assessed again in the winter and spring. As students progress toward their targeted goal progress is discussed with the school’s RTI Leadership team and school psychologist meet to determine if the student is able to be dismissed or should continue with intervention.
- Soar to Success (RTI) – This program works much the same way as ERI. However the program introduces vowel patterns, some sight word recognition and builds reading fluency. These students are taught by a trained interventionist. The program consists of a series of thirty leveled books that progress in difficulty and also focuses on a phonemic skill. Students enrolled in the program are progressed monitored every ten lessons. All first grade students are benchmarked three times during the year: fall, winter and spring. Only the 2<sup>nd</sup> graders that are in the program are progress monitored. Fall Reading MAP scores were used to identify second graders that would participate in RTI. As with students in the ERI

program, students may be dismissed based on the progress toward their goal.

- Single Gender – The 2014-15 school year marks the seventh year that Cherrydale Elementary has offered the opportunity to our parents and students to participate in the Single-Gender program. The program was originally offered to boys and girls in grades four and five. In 2010, this pilot was expanded to third grade girls due to the overwhelming success of the program. A third grade boys' class was added for the 2014-15 school year. In our Single-Gender class, teachers must be aware of and able to teach to the strengths of the boys and the girls. This creates an environment where every child will succeed and learn. The major objectives of Single-Gender classes are to provide students with a rigorous curriculum in all core subjects, to enhance and improve their academic potential to obtain maximum achievement. The process of implementation of the program's curriculum was research-based strategies utilizing multiple intelligences, gender specific instructional practice and integration of academic content. Because we have seen increased student achievement in these classes and also because of continued interest in the program, it will continue to be implemented at Cherrydale. It should be noted that participation in this program is completely optional and is available to all our stakeholders with students entering grades 3-5. There are also mixed gender classes on each grade level available as an option. Parents and students are able to opt out of either type of classroom setting during the school year and move into or out of their current classroom setting.

## Mission, Vision, and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us: they describe what we feel about work and how we think it should operate.

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 a multi-faceted approach to 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
- That leadership infrastructure allows necessary improvements from within the school and supported outside the school

Our Mission: to provide the best research-based instruction, as the foundation for sustained school success supported through parent involvement and to provide a quality instructional environment with a strong academic foundation that will encourage... *All students to Believe and Achieve.*

# Data Analysis and Needs Assessment

## **Student Learning Needs and Desired Results**

Many programs have been put into place to improve the quality and effectiveness of instruction in our school community. Students participating in our Panther Pass after school program were identified based on their fall MAP scores and the previous year's PASS scores for 4<sup>th</sup> and 5<sup>th</sup> graders. These students had made gains toward their target growth but needed an extra push toward that goal. These were also students that scored met or very close to exemplary on the previous year's SCPASS test. We also continue to sponsor monthly Parent Power programs that help our parents recognize things they can do with their students to help them be successful on this test.

Increasing student achievement school-wide at Cherrydale Elementary continues to be our focus. Although the data we analyze is based on tests taken by our Intermediate grade students, teachers at all grade levels work together to increase student achievement. Our primary teachers do an excellent job of preparing students for the intermediate grades. Through vertical team meetings, grade levels identify areas that are concerns and make plans to address these areas in daily lesson plans.

The charted data indicates areas that need more focus in order to raise the achievement of all students at Cherrydale. Data from both MAP and PASS is analyzed by all stakeholders to ensure that all of our students are prepared to do their best and increase their achievement.

All Cherrydale students in grades 2-5 participate in MAP (Measures of Academic Progress) test. We administer the test three times during the school year. The Greenville County School District requires testing in the fall and spring. We choose to take advantage of the optional winter testing to further monitor student progress. Reading and Mathematics are given during the optional Winter MAP window. Reading, Language Usage, and Mathematics are measured in the Fall and Spring. MAP reports provide a snapshot of student achievement at intervals throughout the school year. MAP results are regularly being used in our school for curriculum decisions and parent conferences. Discussions with parents during fall conference time gives the teacher the opportunity to share the target score for the year and discuss ways to help the student meet his/her yearly goal. Grades 3-5 visit the WAR room in the Fall to place their scores on the Reading and Math boards under the RIT band indicating their score. Their current score is written on the card along with the teacher's name. Each student is assigned a number within his/her class to protect their identity. However some teachers prefer to have the student's name on the card. Students return again after receiving their Winter and Spring scores to move their cards to the next RIT band. This is a big deal as students get to move their cards "up" the RIT bands.

The expectation of teachers in grades 2 -5 is expected to have student results show that at least 70% of the students in the class will meet their target growth goal in both reading and math in the winter and 88% in the spring. These goals set by the building administrator are higher goals than those set by the school district. The chart below shows the progress that was made.

	Fall 2011 to Spring 2012 Target Met		Fall 2012 to Spring 2013 Target Met		Fall 2013 to Spring 2014 Target Met	
	Math	Reading	Math	Reading	Math	Reading
<b>Grade 2</b>	<b>55.7</b>	<b>50.8</b>	<b>72.7</b>	<b>62.1</b>	<b>73.3</b>	<b>60.0</b>
<b>Grade 3</b>	<b>67.9</b>	<b>55.2</b>	<b>74.6</b>	<b>64.2</b>	<b>67.7</b>	<b>50.8</b>
<b>Grade 4</b>	<b>83.0</b>	<b>72.3</b>	<b>95.1</b>	<b>75.4</b>	<b>71.4</b>	<b>67.2</b>
<b>Grade 5</b>	<b>72.3</b>	<b>57.4</b>	<b>50.0</b>	<b>48.1</b>	<b>62.3</b>	<b>58.5</b>

- The results for Fall 2014 - Spring 2015 were not available prior to the due date of this document.

The percentage of second graders meeting their goal in math has increased each year with a large increase for the 2011-12 school year. Students in second grade that met their reading goal increased from 2011-12 to 2012-13 then decreased slightly the following year. Third through fifth grade students who met their target goal were inconsistent at best. It is difficult to detect a pattern of achievement from year to year. Percentages are high one year and decrease the next year. An example is to look at fourth grade percentages on Math. Scores improved greatly from 2011-12 (83%) to 2012-13 (95%) only to see them drop the following year to 71%. Results show that across the years shown in the chart, math is an area of strength across all grade levels. Fourth grade students consistently reach their MAP goals in both areas. Exceptional results were had in the 2012-13 time period. As with other test results, we cannot find consistency among all grades levels, areas tested and from year to year. Although progress in made in all grade levels, that progress as observed in the results are weakest in second grade. That said, this grade made gains in the 2012-13 time period after seeing decreased results the previous year. Third grade results, we saw a decrease in 2011-12 in both reading and math and then observed gains the following year. The percentage of fourth grade students that are meeting their yearly target growth has steadily increased in both Math and Reading. The converse can be said of the Reading scores made by our fifth grade students across the years represented in the chart. Our goal is to move up the tiered levels for schools in the district which are based on the percentage of students in the school that meet their MAP target goals. In order to move to the next tier, we must increase the number of students that meet their yearly target goal. The spring MAP data is not yet available so we will have to wait to review that data

to see if our progress has continued its upward trend and if our reading growth has improved over the previous years.

**Cherrydale Elementary School: PASS Results Over-time  
Comparison to Elementary Schools Statewide**

The South Carolina Palmetto Assessment of State Standards (SCPASS) state test includes five subject areas: Writing, English Language Arts (Reading and Research), Mathematics, Science, and Social Studies. PASS scores are reported using three scoring levels: Not Met, Met, and Exemplary. Students scoring Met or Exemplary are considered to have met the state’s academic standards. To better prepare all of our students for participation in PASS testing we have designated each Friday as “PASS Attack Friday”. Both 4K and 5K students complete their assessments together and are shown on the promethean board and answered together. Parts of the first grade assessments are also completed together while some parts are completed independently. Students in grades two through five are completed independently. The questions are in a similar format that students will see on the PASS test later on. The questions are written using vocabulary from the higher levels found in the new Bloom’s taxonomy. Teachers review the results to identify areas that need attention throughout the year and may change as the year progresses. We feel that these weekly “PASS Attacks” are a good way to prepare our students for this high-stakes state test. Since we have implemented these assessments we have seen increased student achievement and have made our Adequate Yearly Progress (AYP). In December of 2014, with South Carolina’s decision to administer the ACT Aspire test for Writing, Reading, and Mathematics, we added Daily Aspire as a daily review and C.A.P Friday that takes the place of PASS Attack Friday. The idea is the same. We want to give our students an idea of what to expect on the new state assessment, including a timed element, as well as prepare them for SCPASS for Science and Social Studies.

The following chart shows Cherrydale Elementary’s overall PASS results from 2014 compared to schools similar to ours across the state and to schools statewide. Writing results reflect grades 3 – 5.

	ELA: Reading/ Research			Math			Writing			Science			Social Studies		
	E	M	NM	E	M	NM	E	M	NM	E	M	NM	E	M	NM
Cherrydale	38.2	37.1	24.7	36.6	39.8	23.7	38.8	38.3	22.9	8.1	50.4	41.5	16.5	59.1	24.4
Similar Schools	25.9	37.9	36.7	21.8	35.5	43.5	25.6	41.8	33.3	7.9	39.5	53.2	16.6	48.5	35.4
Schools Statewide	42.7	34.2	23.3	39.1	33.5	27.8	40.2	37.4	22.6	19.7	46.4	34.4	33.7	44.5	22.2

The chart shows the percentage of Cherrydale students scoring Exemplary, Met and Not Met on PASS ELA, Writing, Math, Science and Social studies. The scores by Cherrydale's third through fifth graders exceeded those of the students in Similar Schools in all areas except Math. Our ELA scores show that Cherrydale students performed well when compared with those scores in schools similar to ours, but our scores in the Exemplary category we slightly behind students state wide. Our Math scores compare well with scores state wide. More Cherrydale students scored Met when compared with students in school similar to ours. Cherrydale's writing results compared favorably with Writing scores state wide. With our scores on the Writing assessment, we also did well when comparing our scores with those of students in schools similar to ours. When comparing Science and Socials Studies results, the majority of our students' scores Met in both areas. A small percentage (8.1%) scored Exemplary in Science and 16.5% scored Exemplary in Social Studies. Science results show that 41.5% of these scores fell in the Not Met category which was a lower percentage of students in school like ours (53.2%). Exemplary and Met scores in elementary schools state wide were at a higher level than our scores in both Science and Social Studies. Overall, we compare very well to Similar Schools, the challenge for teachers and students at Cherrydale is to close the gap between ourselves and results from Elementary schools state-wide in all areas reported. Our principal has challenged all faculty and staff to maintain the good scores our students are receiving as well as lowering the percentage of students that score Not Met to percentages in the teens.

**Cherrydale Elementary School: SCPASS Results:  
All Students Over-time**

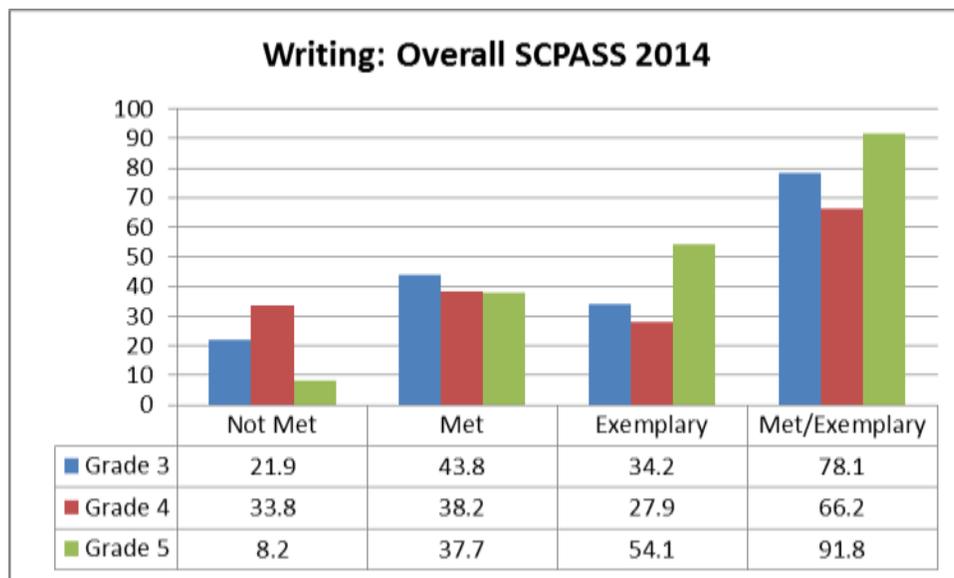
The following table shows overall PASS results in ELA/Research, Math, and Writing, Science and Social Studies over- time for grades 3 – 5.

<b>2012 PASS</b>	<b>ELA/ Research</b>	<b>Math</b>	<b>Writing 5<sup>th</sup> grade</b>	<b>Science</b>	<b>Social Studies</b>
<b>Not Met</b>	20.9	40.5	10.4	39.4	31.7
<b>Met</b>	39.2	41.8	60.4	50.5	51.5
<b>Exemplary</b>	26.2	39.2	29.2	10.1	16.8
<b>Met/ Exemplary</b>	65.4	81.0	89.6	60.6	68.3
<b>2013 PASS</b>	<b>ELA/ Research</b>	<b>Math</b>	<b>Writing 5<sup>th</sup> grade</b>	<b>Science</b>	<b>Social Studies</b>
<b>Not Met</b>	24.9	34.3	35	39.3	28.6
<b>Met</b>	43.6	33.1	43.7	53.3	52.9
<b>Exemplary</b>	31.5	32.6	21.3	7.4	18.5
<b>Met/ Exemplary</b>	75.1	65.7	65	60.7	71.4
<b>2014 PASS</b>	<b>ELA/ Research</b>	<b>Math</b>	<b>Writing Gr. 3-5</b>	<b>Science</b>	<b>Social Studies</b>
<b>Not Met</b>	25.9	21.8	38.8	41.5	24.4
<b>Met</b>	37.1	39.1	40.2	50.4	59.1
<b>Exemplary</b>	38.2	36.6	38.8	8.1	16.5
<b>Met/ Exemplary</b>	75.3	75.7	79.0	58.5	75.6

Our ELA Reading/Research scores have increased over the years shown. The largest increase was from spring 2012(65.4%) to 2013 (75.1%) and a slight increase to 75.3% in 2014. Math results decreased from 2012 to 2013 due to lower percentages of students scoring in the higher categories. However, our students' scores increased. Fewer students (from 34.3% to 21.8%) scored Not Met. With this decrease came increased scores in the Met and Exemplary categories. These increases were not as high as our Math scores in 2013, but we are on an upward trend once again. Writing results include those from grades three through five, a change from the previous two years. Writing scores decreased from 2012 (89.6% scoring Met and Exemplary) to 2013 (65% scoring Met and Exemplary). Writing results from grades 3 - 5 increased on 2014 SCPASS. Although they did equal the results form 2012, the scores did increase to 79%, an increase of fourteen percentage points in 2013. Our Science scores do not show much change over the three years shown in the table above, however, we do see a slight decrease in overall achievement in 2014. This can be attributed to an increase in student scores falling in the Not Met category. The percentages in the Exemplary category that we see over the years indicate that only 2-3 students are scoring Exemplary. The Virtual Science program for grades four and five provides valuable hands-on science experiences that benefit our students. We anticipate this will help to increase scores in this area.

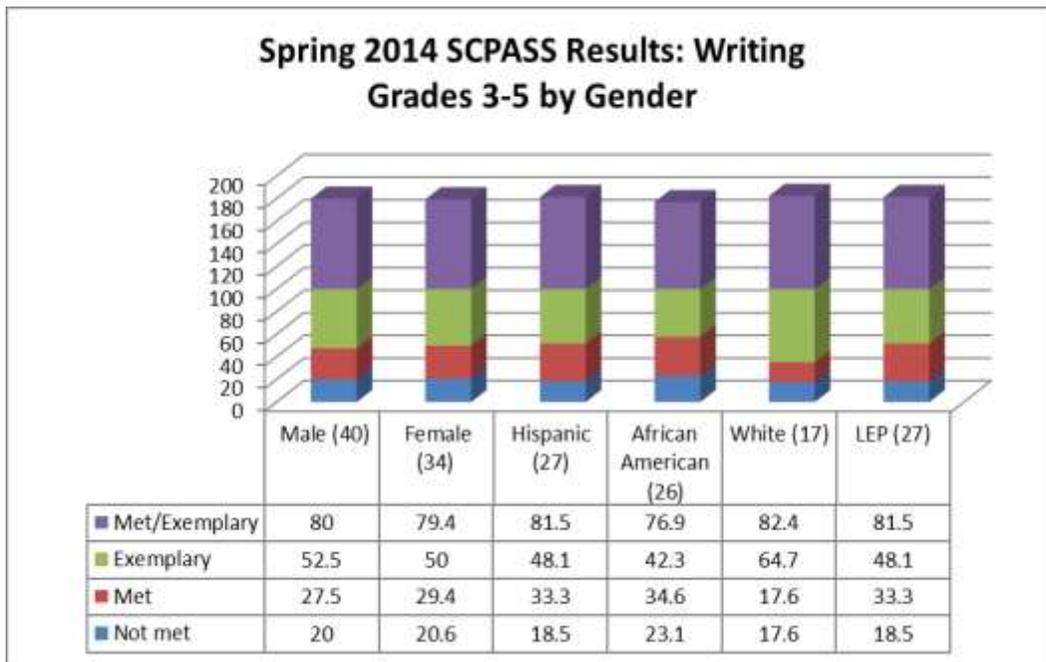
Social Studies results have steadily increased from 2012 to 2014. Scores in the Not Met category have decreased, from 31.7% in 2012 to 24.4% in 2014. This is reflected in increased scores in the Met category from 51.5% in 2012 to 52.9% in 2013, to 59.1% in 2014. When combining the results in the Met/Exemplary categories we can see increases across the years shown, ranging from 68.3% in 2012 to 75.6% in 2014. However the number of students that have scored Exemplary has decreased slightly. Across all the years shown and in most subject areas, the majority of student scores are in the Met category. The exceptions are in the areas of ELA: Reading/Research and Math. The total number of scores in the combined grade levels show that an almost equal number of scores are in the Met and Exemplary categories. The expectation and challenge to the faculty and staff is to see scoring percentages below twenty in the Not Met category while increasing the scores in the Met/Exemplary categories increase to 80% or higher. That challenge has not been met consistently. With the fluctuations over the years displayed, they have been high enough to meet the state requirements. Students, teachers and support staff continue to work very hard to accomplish this goal each year.

**Grades 3 -5 Overall SCPASS 2014 Results:  
ELA/Research, Writing, and Math**



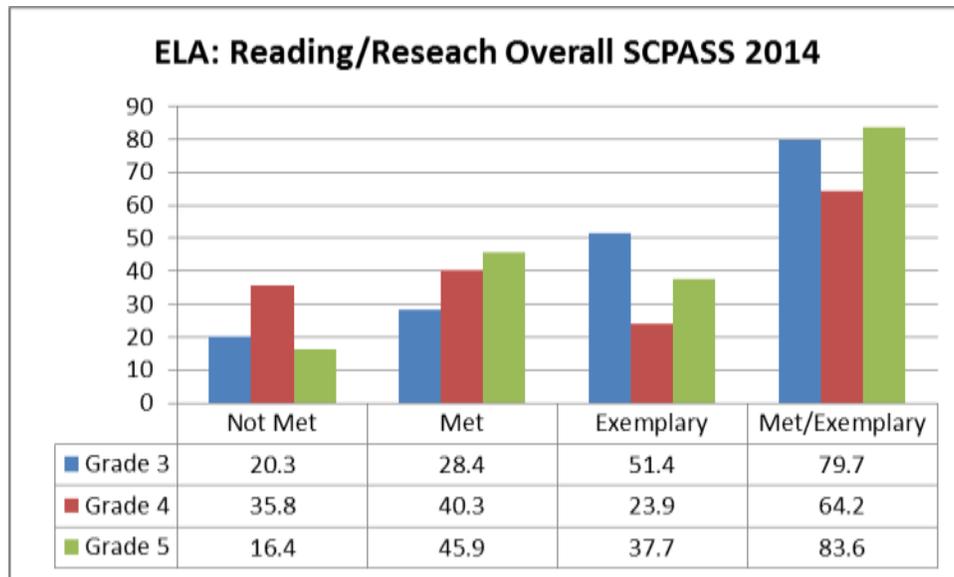
Fifth grade students performed very well on SCPASS Writing. Their combined Met/Exemplary total was 91.8%. This was a little better than thirteen percentage points higher than third grade students and twenty-five percentage points higher than fourth graders. Fourth grade students had similar percentages in the Not

Met and Met categories and the smallest percentage in the Exemplary category. The smallest percentage of third grade scores were in the Not Met (21.9%) category followed by Exemplary (34.2%) and 43.8% of these students scoring in the Met category. Results overall were high enough that our objective was met in the area of Writing. Further analysis of results indicated that Voice and Content Development were the weaker areas among third grade students, but they were stronger in Organization and Conventions. The same was true for our fourth grade students. Analysis shows that fifth grade would benefit from more practice in the area of putting more Voice in their writing. The following graph shows overall 2014 SCPASS Writing results by subgroups.

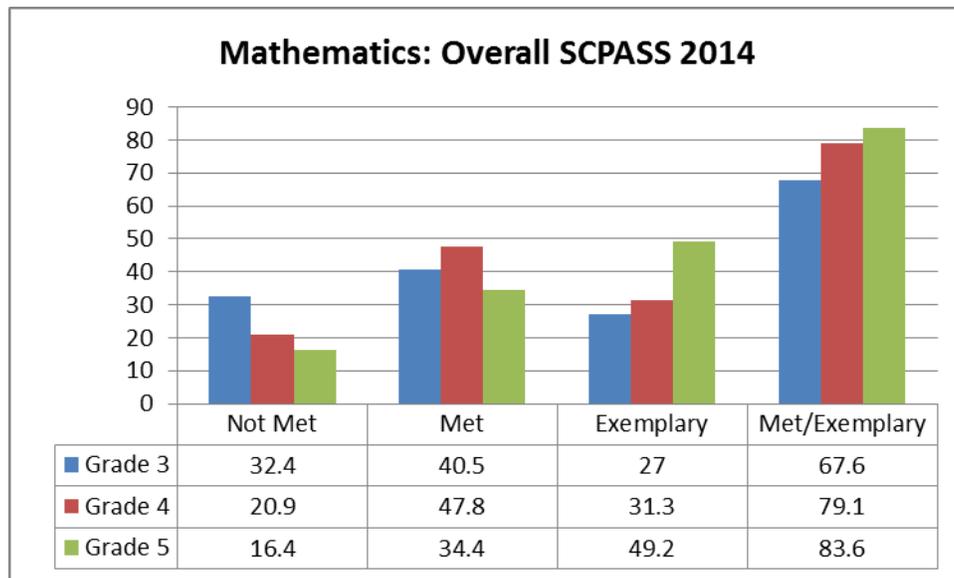


All areas shown in the graph above did not qualify as a subgroup of thirty students, however it is beneficial to look at the results of all our students. All groups did quite well on this assessment with as indicated by the higher percentages of students scoring in the higher categories. White students performed best, but approximately one-half of our Male and Female students and our Hispanic and LEP students did equally as well. Our goal is to have the percentage of students scoring Not Met be in the teens. We almost achieved this goal in the area of Writing.

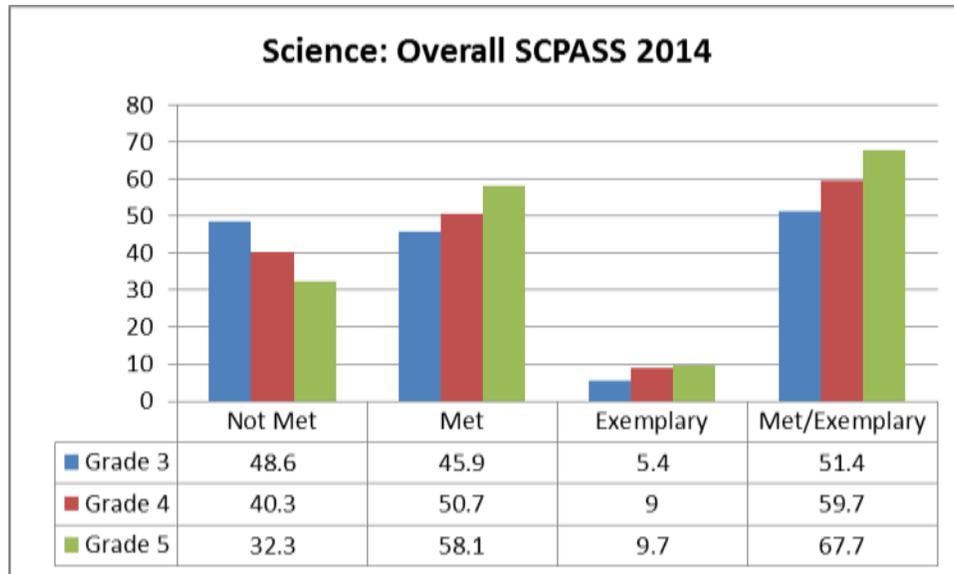
The collection of charts that follow will show overall 2014 PASS results for each subject area for grades 3 – 5.



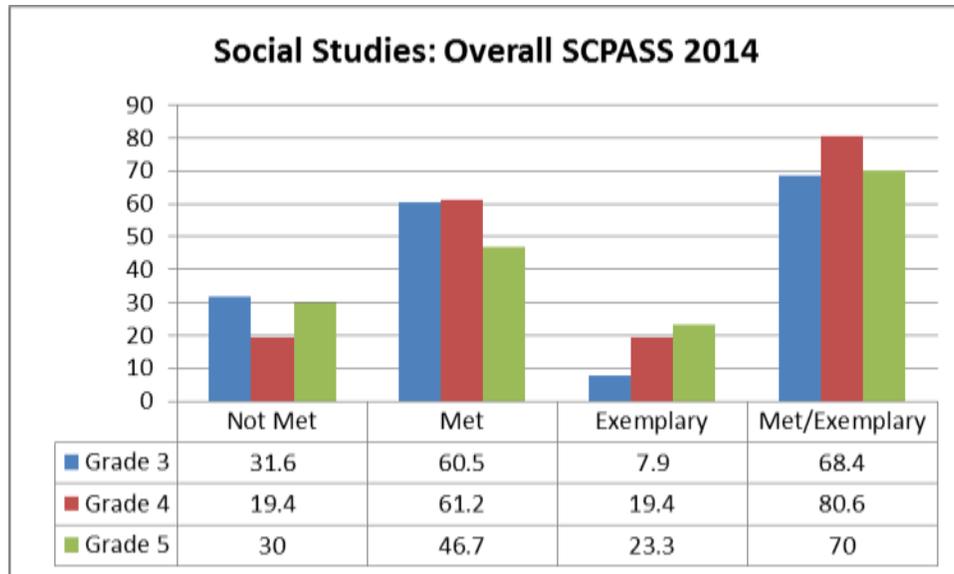
Fourth grade had the highest percentage of students scoring Not Met in ELA: Reading/Research while fifth grade had the smallest percentage. Third grade students results show that 28.4% of these students scored Met and over one-half these third graders scored Exemplary. With the smallest percentage of its students scoring Not Met, these fifth grade students had the highest percentage scoring in the two higher categories with 83.6%. The results of our fourth grade students indicate that did not perform quite as well as their counterparts in grades three and five. Upon further examination we found areas among the students on each grade level there are areas of strength as well as areas that were weak or at least students would benefit from more practices. Taking a closer look at the areas measured on this assessment indicated that Building Vocabulary and Research were areas of strength among our third grade students, along with Literary Texts. These students needed more practice and reading and using Informational Texts. Informational Texts were also an area requiring more practice for our fourth graders as well as Research. Literacy Texts showed to be an area of strength. Both Literary and Informational Texts were strengths, but these students needed more practice in the areas related to Research.



Overall Math results tell us that the majority of fifth grade students scored Exemplary followed by Met for a combined percentage of 83.6%. The percentage of the students scoring Not Met was 16.4%. Fourth grade students did well also. This grade's scores in the Not Met category were close to twenty-one percent with the majority of the scores falling in the Met category. Just over 71% of fourth graders scored in the combined Met/Exemplary categories. Third grade scores were primarily in the Met category (40.5%) followed by 32.4% scoring Not Met. Twenty-seven percentage of third grade students taking this test scored Exemplary. However with most of the third grade scores falling in the two higher categories, we were able to meet our Math objective. Taking a deeper look at these results indicate that all students would benefit from extra practice in all the areas tested; no one area stood out as a strength or weakness. Fourth graders did especially well on items of Measurement, Data and Geometry. As one may expect after viewing results, fifth graders performed well on most areas of Math with the exception of Geometry where students could benefit from additional practice.



Science results overall were average. The most of third grade scores fell into the Not Met and Met categories. Only 5.4% of the students scored Exemplary. About one-half of fourth graders scored Met and a little over one-half (58.1%) of fifth graders scored in the same category. Fifth grade students did have the highest percentage of students scoring Met/Exemplary. Thirty-seven third graders were designated to take the SCPASS Science test. When looking at standards assessed, all areas were deemed as weak, requiring additional activities in this content area. This could also be said for those areas tested in the fourth grade, notably Astronomy and Weather. Thirty-one fifth graders participated in Science testing. Scores showed that Science was also an area of concern for fifth graders, especially Landforms, Oceans, and Properties of Matter. With the addition of the Virtual Science Lab this year for fourth and fifth graders, we hope to see improved achievement in the Science areas on the state assessment this SCPASS Science.



Overall students that participated in Social Studies testing scored Met. Fourth grade, the grade in which all students participate, had the highest number of students scoring in the Met/Exemplary category. The thirty fifth graders that participated in Social Studies testing had 30% of their scores in the Not Met category with 46.7% in the Met category. These students had the highest percentage of students scoring Exemplary. There were thirty-eight students that participated in the Social Studies assessment for third grade. These students scored mainly in the Met category, followed by Not Met. Only 7.9% of their scores fell in the Exemplary category. Areas of weakness for these third graders were Regions of South Carolina and Human Systems. The Civil War and Reconstruction were areas of relative strength. Westward Expansion and The Civil War were areas of relative strength among fourth graders while Early Settlement of the United States was a weak area. Fifth graders showed strength in the 1920's – 1940's. Reconstruction and Developments Since 1989 were areas of weakness although students would have benefitted from more practice activities.

The following table shows 2014 SCPASS results for ELA/Reading and Research, Math, Science, and Social Studies for our subgroups.

	All Students	Male	Female	White	African-American	Hispanic	LEP	Subsidized Meals	Annual Measurable Objective
ELA: Reading & Research	634.7	634.1	635.4	650.3	634.7	626.6	626.9	633.8	640.0
Math	638.3	639.7	636.4	642.1	636.2	637.7	635.4	637.9	640.0
Science	608.4	610.6	605.8	N/A	606.0	599.6	599.0	607.3	640.0
Social Studies	625.0	624.6	625.5	N/A	628.4	623.5	622.5	624.4	640.0

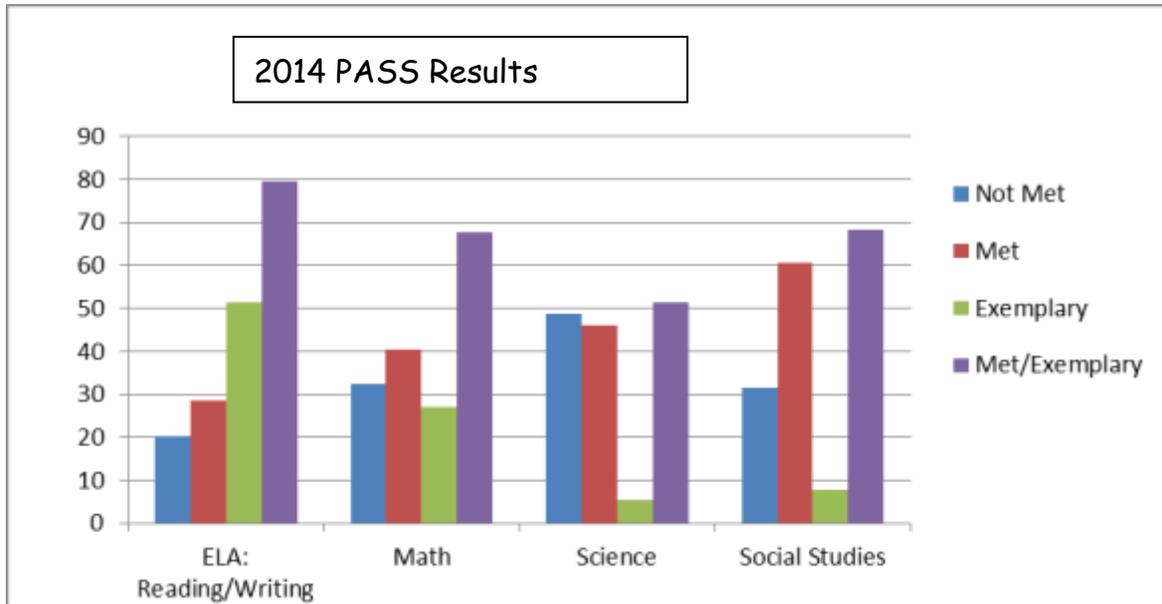
\*Disabled" population was not a subgroup in any area

The results below show 2014 SCPASS by content area and by Annual Measurable Objects (AMS) by our subgroups. According to ESEA a score of 600 – 649 is Met. An AMO of 650 or higher is termed Exemplary. The exact cut-off scores vary somewhat by grade level. According to the chart, all of the groups shown fell in the Met category with the exception of our Hispanic and LEP population that produced an overall score of 599.6. Our White population scored highest on the ELA: Reading and Research assessment with 650.3 and Math with 642.1. There were less than thirty White students that took Science and Social Studies to comprise a subgroup. Two subgroups met the AMO objective of 640.0. Those were White students in Math and White students in ELA. Several other groups were very close to the 640 objective in Math: All students with 638.3; Male students overall in Math with 639.7; students on Subsidized Meals with 637.9. With these results all in the same content area, we can see that Math was an area of strength. Science continues to be a weak area for all subgroups, with Social Studies close behind. Looking at the results from these assessments, it is very difficult to see any positives. Social Studies results are better than Science results, comparatively speaking. While Math results range from 635.4 to 642.1, ELA: Reading and Research range from 626.6 to 650.3 showing discrepancies in the results from the subgroups shown. Male students participating in the assessments have scores higher than Female students in Math and Science. While the groups above performed well enough to meet the objectives for our subgroups, they were in the Met category. We would like to see those results closer to Exemplary and certainly we do have students capable of scoring Exemplary in these content areas. Student achievement among our Hispanic and LEP population needs to increase while we maintain and improve the performance of the other groups as well. We do have a full-time ESOL teacher who is bi-lingual who works with students in first – fifth grades and a bi-lingual paraprofessional who works with our K5 Hispanic students. Because our Hispanic enrollment continues to increase, we have just recently hired, through Title 1 funds, a part time bi-lingual professional who will assist in these areas as well.

## Grade Level Results 2012 - 2014 PASS

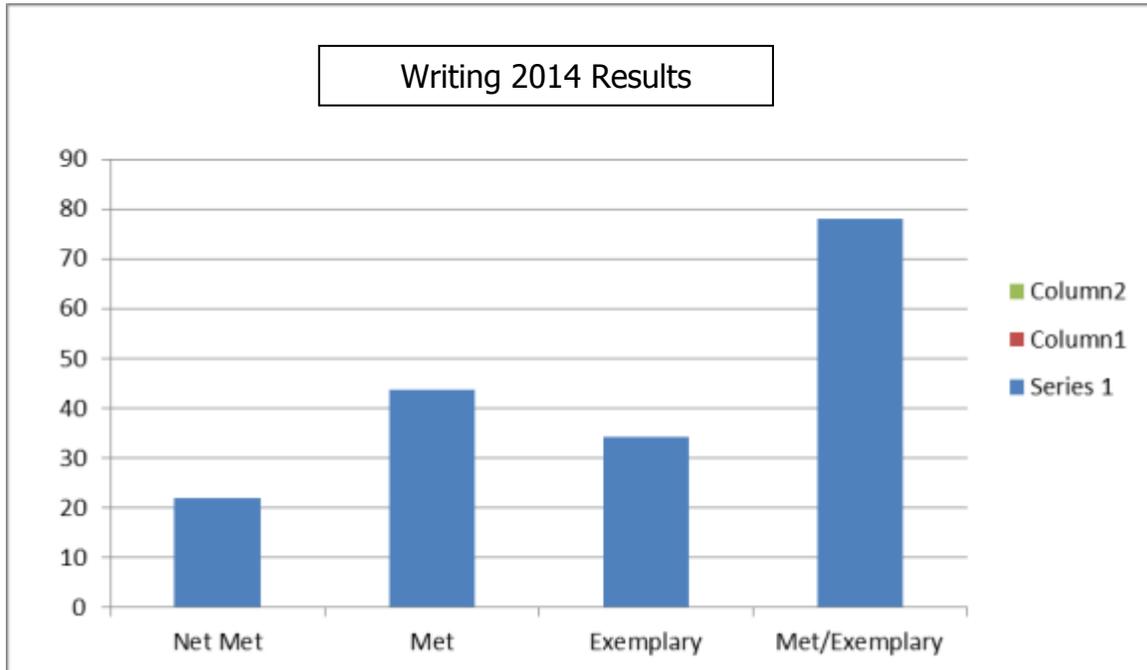
### Grade 3 Results: PASS 2012, 2013, 2014

The following graph shows overall results from 3<sup>rd</sup> grade on PASS 2014.



Sixty-four third grade students participated in 2012 PASS. In 2013, seventy-three third grade students participated in the SC PASS assessment. The following graphs show the grade level for the areas of PASS in which all students participated. Third grade students who scored in the category of Met or Exemplary went from 76.8% to 76.6% from 2011 to 2012. The percentage of third grade students scoring Met/Exemplary increased significantly from 53.6% to 75% from 2011 to 2012. From 2012 to 2013, the students scoring Met/Exemplary decreased from 75% to 54.8%. Students showed the highest achievement in Social Studies, followed by ELA: Reading/Research, Math and finally Science. The highest number of students scoring in the Exemplary was on the ELA: Reading/Research assessment. However with the high number of students scoring Not Met the overall results on this test were not completely satisfactory. Over one-half of the 37 students that participated in the Science test scored Not Met while almost one-half of the 37 students participating in the Social Studies scored Met. Students showed the lowest performance on the Math assessment. Over 41.9% of 3<sup>rd</sup> graders scored Not Met. There were a higher number of students scoring in the Exemplary category than Met category. However these scores combined represented slightly above 58%. In 2014, there were an increase in Met and Exemplary students in ELA and Math. Science did

fall pretty low with an average of about 50% getting Not Met and about 50% getting Met/Exemplary.



The graph above shows third grade results from the 2014 PASS Writing assessment. Combined scores in the higher categories show that 78.2% scored Met/Exemplary which is a huge increase from the previous year of 54.8%. These results tell us that we need to continue what we are doing with our third grade students.

The following table shows third grade results by Ethnicity and Gender for each of the PASS tests in which all third graders participated: ELA/Research.

2012 ELA	African American	White	Hispanic	Male	Female
Not met	24.0	15.4	26.1	32.4	13.3
Met	36.0	23.1	13.0	17.6	30.0
Exemplary	40.0	61.5	60.9	50.0	56.7
Met/Exemplary	76.0	84.6	73.9	67.6	86.7
<b>2013 ELA</b>					
Not met	30.8	7.7	40	32.6	30
Met	23.1	53.8	23.3	30.2	26.7
Exemplary	46.2	38.5	36.7	37.2	43.3
Met/Exemplary	69.2	92.3	60.0	67.4	70
<b>2014 ELA</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Male</b>	<b>Female</b>
Not met	34.6	25.0	11.1	25.6	17.6
Met	34.6	37.5	59.3	38.5	50.0
Exemplary	30.8	37.5	29.6	35.9	32.4
Met/Exemplary	65.4	75.0	88.9	74.4	82.4

African American students improved their scores from 2011 to 2012. From 2012 to 2013, African Americans declined in this area. The White students declined from 2010 to the 2011. They increased dramatically from 2011 to 2012 in the Met/Exemplary categories. In 2013, the whites continued to increase. Hispanic students improvement on the 2011 assessment; however their scores decreased from the 2011 to the 2012 school in the Met/Exemplary categories. This trend continued in 2013. Female students' scores declined from the 2010 to the 2011 school years; however they improved from the 2011 to the 2012 in the Met/Exemplary categories. In 2013, the female scores declined. Male students' scores declined from the 2011 to the 2012 in the Met/Exemplary categories. In 2013, the male scores stayed the same.

For the 2013 school year, the table also shows that the third grade girls outperformed third grade boys in the Met/Exemplary categories. This table also shows that White students outperformed African American and Hispanic students with a higher percentage of students scoring Met/Exemplary.

For the 2013 PASS in ELA/Research, the areas with the highest scores are Literary Texts and Building Vocabulary. In Literary Texts, only 21.9% students whose test performance shows weaknesses, 39.7% of students tested showed they could use some additional activities that focused on that domain, and 38.4% of students tested showed strengths in the domain. In Building Vocabulary, 9.6% students whose test performance shows weaknesses, 49.3% of students tested showed they could use some additional activities that focused on that domain and 41.1% of students tested showed strengths in the domain.

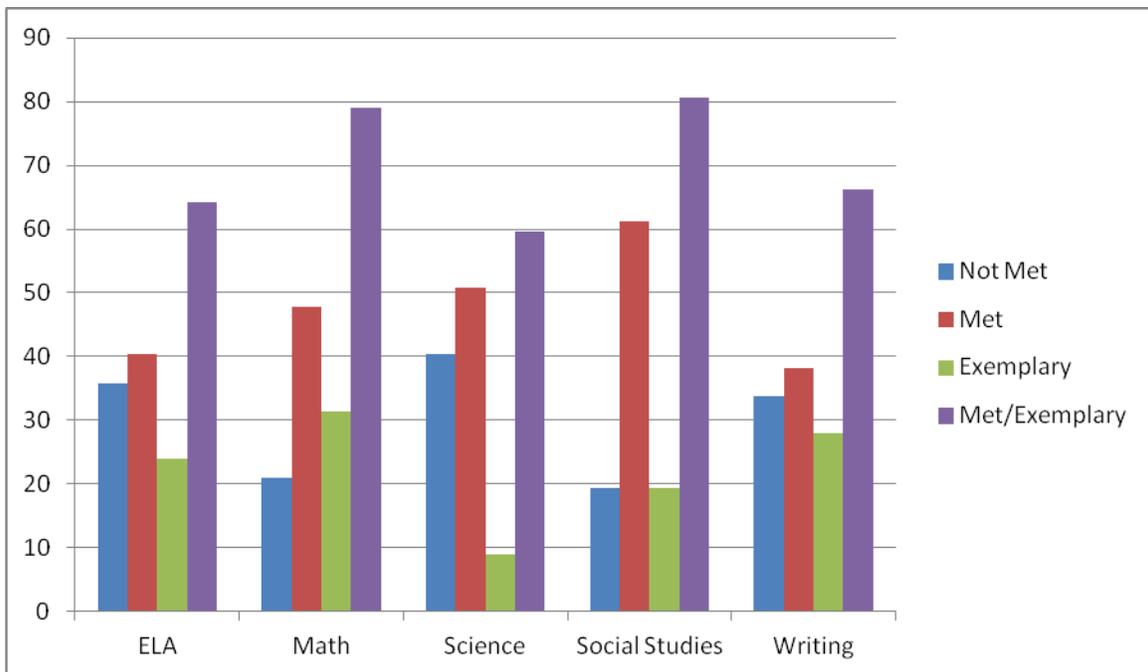
The two weaker areas were, Information Text and Research. In Informational Text, 21.9% students showed weaknesses, 46.6% of students tested showed they could use some additional activities that focused on that domain and 31.5% of students tested showed strengths in the domain. In Research, 11.0% students showed weakness, 54.8% of students tested showed they could use some additional activities that focused on that domain and 34.2% of students tested showed strengths in the domain.

For the 2014 PASS in ELA/research, Literary text still is the highest with 68.6% of the students being knowledgeable in this area. Informational text grew from last year to 2014, being 48.6% in this domain. Now Vocabulary and Research was ranked lowest in the assessment. Vocabulary is 29.7% showing that students need additional activities in this particular area. 27.0% is Research which is ranked lowest for this group of students.

## Grade 4 Results: SCPASS 2012, 2103 and 2014

The following graph shows overall PASS performance for fourth grade. The scores made by the student groups making up our objectives did well. However, science is low compared to the others. The numbers of met and exemplary in social studies also needs to be brought up. The percentage of students scoring not met in ELA and writing were too high. That percentage needs to be reduced considerably down to the low teens. Fourth grade students' best results were in Mathematics for the 3<sup>rd</sup> year in a row. Progress is being made in the areas of ELA/Research. Social studies also needs to have a lower percentage of Not Met students. Science is the lowest area of all. Teachers must integrate science and social studies daily into math and ELA to expose students to the content as much as possible. Our goal is see greater results in all areas as we have more students scoring Met or Exemplary. The percentage of not met for ALL areas needs to be reduced considerably down to the low teens.

### 2014 Overall PASS Results: 4th Grade



### **4<sup>th</sup> Grade ELA PASS Data**

The following tables will show fourth grade results from the 2012, 2013 and 2014 PASS results for ELA/Research, and Math. Overall results will be disaggregated by ethnicity and gender in all areas. The numbers in the tables represent where the percentage of students' scores fell into a particular category.

2012 ELA	African American	White	Hispanic	Male	Female
Not met	31.8	16.7	29.4	28.0	23.3
Met	45.5	50.0	52.9	40.0	50.0
Exemplary	22.7	33.3	17.6	32.0	26.7
Met/Exemplary	68.2	83.3	70.6	72.0	76.7
2013 ELA	African American	White	Hispanic	Male	Female
Not met	17.4	7.7	30.4	23.5	17.2
Met	69.6	46.2	34.8	50	51.7
Exemplary	13	46.2	34.8	26.5	31
Met/Exemplary	82.6	92.3	69.6	76.5	82.8
2014 ELA	African American	White	Hispanic	Male	Female
Not met	31.3	7.1	48.5	41.0	28.6
Met	31.3	64.3	36.4	30.8	53.6
Exemplary	37.5	28.6	15.2	28.2	17.9
Met/Exemplary	68.8	92.9	51.5	59.0	71.4

The ELA/Research results show that White students, African American students, and Female students had high numbers of students scoring Met and Exemplary. African American and White student population groups show gains in the combines scoring categories each year shown in the chart. Results from out Hispanic students show that there was a slight decrease in the Met/Exemplary category by one percentage point. Results among our male students show continuous increased achievement each year from 2012 through 2013. Results by our female students decreased from 79.3% in 2011 to 76.7% in 2012, however gains were made in 2013 that show results at their highest over the years shown. The higher combined scores are largely due to an increase of scores in the Met category by our African American students. White students and Hispanic students had the same percentage of scores in the Met and Exemplary categories on the ELA PASS test in 2013. Each group and across all years shown show the majority of scores in the Met category. The scores of all students in the Exemplary category are increasing, but still need to decrease the percentage of scores in the Not Met category decrease.

The 2012 data shows that the number of African American students scoring Not Met has increased from 23.8 to 31.8, but was noticeably decreased to 17.4 in 2013. The number of white students scoring Not Met is down from a 22.2 to a 16.7 in 2012 to 7.7% in 2013. This is excellent movement. The number of

Hispanic students scoring a Not Met has decreased from 37.5 to 29.4. but was up slightly (one percentage point) in 2013. The 4<sup>th</sup> grade continues to improve in this area.

In 2014, the African American students decreased in the number of met scores and increased in the numbers of exemplary scores from 13.0 to 37.5. This was the biggest slide. The number of not met did increase from 17.4 to 31.3. We need to get this back to the teens. The number of white students scoring met or exemplary stayed about the same. The number of Hispanic students scoring not met increased to 48.5 from 30.4. This must be corrected due to the fact that the majority of our students are Hispanic. The male students scoring a not met increased to a 23.5 to q 41.0. The number of students scoring met or exemplary is only 59.0. We need to address this as well. The number of girls scoring exemplary went down to 17.9 from a 31.0. The 4<sup>th</sup> grade needs to continue to move students into the Exemplary category.

The following chart shows PASS Math results from 2012, 2013 and 2014.

2012 Math	African American	White	Hispanic	Male	Female
Not met	31.8	16.7	5.9	16.0	20.0
Met	40.9	8.3	35.3	28.0	36.7
Exemplary	27.3	75.0	58.8	56.0	43.3
Met/Exemplary	68.2	83.3	94.1	84.0	80.0
2013 Math	African American	White	Hispanic	Male	Female
Not met	42.4	22.2	33.9	23.5	23.3
Met	24.2	40.7	35.5	29.4	43.3
Exemplary	33.3	37	30.5	47.1	33.3
Met/Exemplary	57.5	77.7	66.0	76.5	76.7
2014 Math	African American	White	Hispanic	Male	Female
Not met	18.8	21.4	21.2	25.6	14.3
Met	56.3	42.9	45.5	43.6	53.6
Exemplary	25.5	35.7	33.3	30.8	32.1
Met/Exemplary	81.3	78.6	78.8	74.4	85.7

Math PASS scores were excellent among all subgroups. Our PASS goal is to have the percentage of scores in the Not Met category to be in the low-twenties to the teens. The data shows that Math PASS scores from 2012 were excellent. The only major concern is that the number of African Americans that scored Not Met increased over eleven percentage points in 2013. This led to a decrease in the Met and Exemplary categories. However scores among this group decreased (Not Met category) to 18.8% in 2014. This decrease in the Not Met category meant increased scores in the Met category. Combining the Met and Exemplary categories shows that 81.3% of the students in this group scored in the higher categories. The 4<sup>th</sup> grade needs to continue to work hard with our African

American students on mathematical concepts and the PSA method. The results among our white students that scored Met/Exemplary have decreased from 83.3% in 2012 to 77.7% in 2013, but increased slightly to 78.6% in 2014. Students scoring Exemplary is up from 75.0% (2012), but . This is a tremendous increase. The number of male students that scored Exemplary has increased 16%. The number of female students that scored Exemplary has increased from 27.6% to 43.3%. The number of Hispanic students that scored Exemplary has increased from 37.5 to 58.8 % in 2012, but decreased to slightly more than thirty percent in 2013. Fourth grade results have continued to decrease in the last two years. Fourth grade needs to continue to move students into the Exemplary category which means decreasing the percent of scores that are in the Not Met category.

In 2014, the African American students scoring met or exemplary increased to 81.3 from a 57.5. This is a tremendous move. The number of white students scoring in all areas stayed about the same. The Hispanic students that scored a met or exemplary increased from a 66.0 to a 78.8. The males' scores in the exemplary category went down to a 30.8 from a 47.1. The number of students scoring met or exemplary is only 74.4. The number of girls scoring a not met decreased from a 23.3 to a 14.3. This shows a lot of growth. The 4<sup>th</sup> grade needs to continue to move students into the Exemplary category.

### 2014 Writing PASS Results

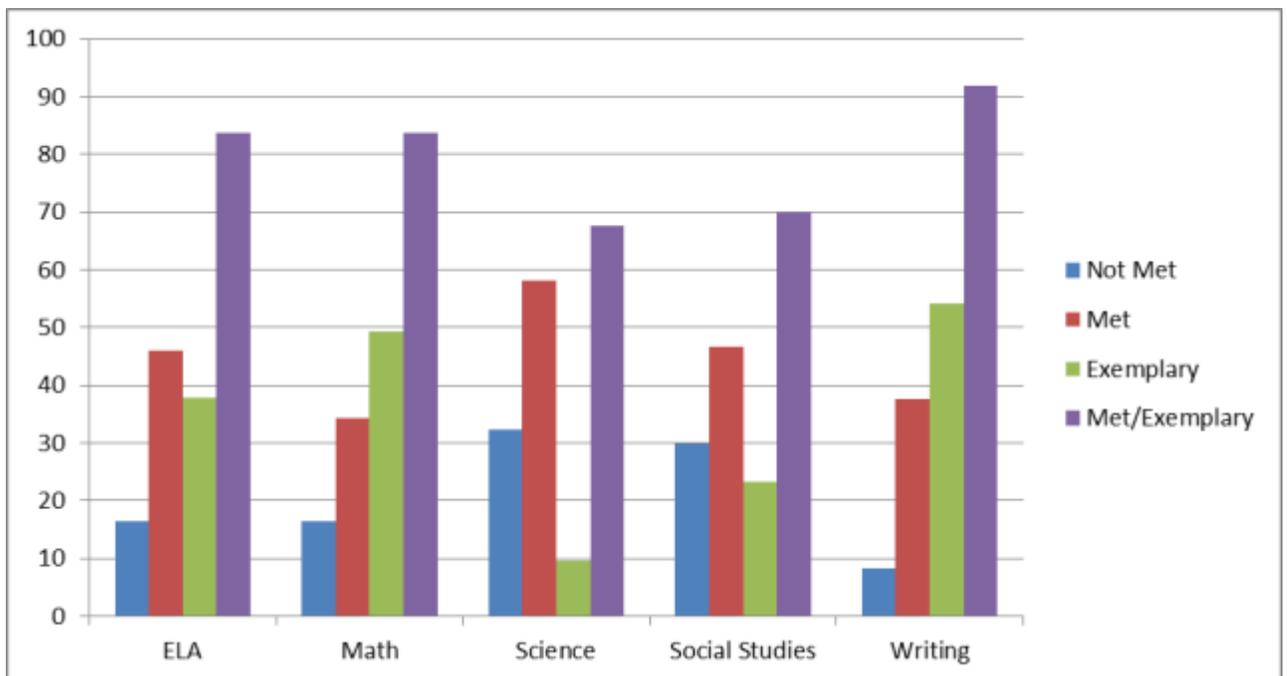
2014 Writing	African American	White	Hispanic	Male	Female
<b>Not met</b>	31.3	26.7	35.3	37.5	28.6
<b>Met</b>	37.5	46.7	38.2	40	35.7
<b>Exemplary</b>	31.3	26.7	26.5	22.5	35.7
<b>Met/Exemplary</b>	68.8	73.3	64.7	62.5	71.4

The chart above shows the results by subgroup. We can see that the level of achievement among fourth grade Hispanic students and African American Males was less than the other groups participating in the assessment. The females had the highest number of students scoring Exemplary. Results among the White student population were at the highest point among all 4<sup>th</sup> grade groups. African American students had 68.8 percent of students score in the met/exemplary category. This is a decrease from 79.2 last year. Fourth grade students are making gains toward the goal of having a reduced number of students scoring in the Not Met category, but the scores have slid since last year. With the goal of these percentages in the low twenties to the teens in mind, we are making progress with the exception of our Hispanic students. But with intentional and inventive activities in cooperation with our ESOL teacher, progress will be made.

## Grade 5 Overall Results: 2012, 2013 and 2014

The following graph shows overall fifth grade results. 61 fifth graders participated in the 2014 PASS ELA/Research, Mathematics, and Writing tests. Students scored well enough AYP because of the combined scores from the Met and Exemplary categories. There were more scores in the Not Met category than we would like to see. As expectations rise and the percentage of students in the higher scoring categories increase, we must see more scores in the Met and Exemplary range. The following graph shows results for all areas tested in fifth grade 2014 PASS.

### 2014 PASS Results



Fifth grade students tested average in Writing and ELA/Research. Still, there were many students scoring Not Met across all tests: Writing – 8.2%, ELA – 16.4%, Math – 16.4, Science – 32.3%, Social Studies – 30%. Fifth grade’s combined scores in Met and Exemplary were adequate because of the number of students meeting Met standards. There were 31 students participating in 2013 Science and 30 students took the Social Studies test. The results in these two areas were less than pleasing. Although these scores are not included in those calculated for AYP, we do not want to continue seeing scores such as these. Much attention was given during the current school year to integrate ELA and Social Studies along with Math and Science. This will continue as we progress. Time will also be spent this summer in planning common assessments and curriculum mapping on all grade levels.

All students in fifth grade participated in these three tests. There was an insufficient number of fifth grade Hispanic students that participated in PASS for the 2011-2012 PASS tests. For that reason, results were included as a separate group. The first of these charts will show Writing results over time.

<b>2012 Writing</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Male</b>	<b>Female</b>
<b>Not met</b>	14.3	7.7	N/A	7.7	13.8
<b>Met</b>	52.4	53.8	N/A	61.5	62.1
<b>Exemplary</b>	33.3	38.5	N/A	30.8	24.1
<b>Met/Exemplary</b>	85.7	92.3	N/A	92.3	86.2
<b>2013 Writing</b>					
<b>Not met</b>	57.1	20	20	39.1	29.4
<b>Met</b>	33.3	60	66.7	56.5	50
<b>Exemplary</b>	9.5	20	13.3	4.3	20.6
<b>Met/Exemplary</b>	42.9	80	80	60.9	70.6
<b>2014 Writing</b>					
<b>Not met</b>	6.3	0	14.3	12.5	3.4
<b>Met</b>	25	50	39.9	37.5	37.9
<b>Exemplary</b>	68.8	51	46.4	50	58.6
<b>Met/Exemplary</b>	93.8	100	85.7	87.5	96.6

The lowest percentages in scores among combined categories were found in fifth grade males' scores. The number of males scoring Exemplary in 2012-2014, were the lowest among those groups displayed in the chart, however they were the highest in 2012. The combined total of students scoring Met and Exemplary increased in 2014.

<b>2012 ELA</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Male</b>	<b>Female</b>
<b>Not met</b>	27.3	7.7		14.8	24.1
<b>Met</b>	36.4	53.8		40.7	55.2
<b>Exemplary</b>	36.4	38.5		44.4	20.7
<b>Met/Exemplary</b>	72.7	92.3		85.2	75.9
<b>2013 ELA</b>					
<b>Not met</b>	26.1	13.3	20	29.2	11.8
<b>Met</b>	60.9	53.3	60	45.8	61.8
<b>Exemplary</b>	13	33.3	20	25	26.5
<b>Met/Exemplary</b>	73.9	86.7	80	70.8	88.2
<b>2014 ELA</b>					
<b>Not met</b>	0	7.7	28.6	18.8	13.8
<b>Met</b>	68.8	53.8	32.1	37.5	55.2
<b>Exemplary</b>	31.3	38.8	39.3	43.8	31
<b>Met/Exemplary</b>	100	92.3	71.4	81.3	86.2

Looking at 2014 ELA/Research PASS scores we see that more students scored Exemplary than students scoring Not Met across the board. Eighty-one percent of males in this grade scored in the Met or Exemplary category. African American students taking the test in 2014 had the highest percentage of scores in the Met/Exemplary range, with 100%. Although we made AYP due to achieving set standards, we have much room to improve among all groups. We must find a way to maintain a particular grade level's scores as they transition to the next grade.

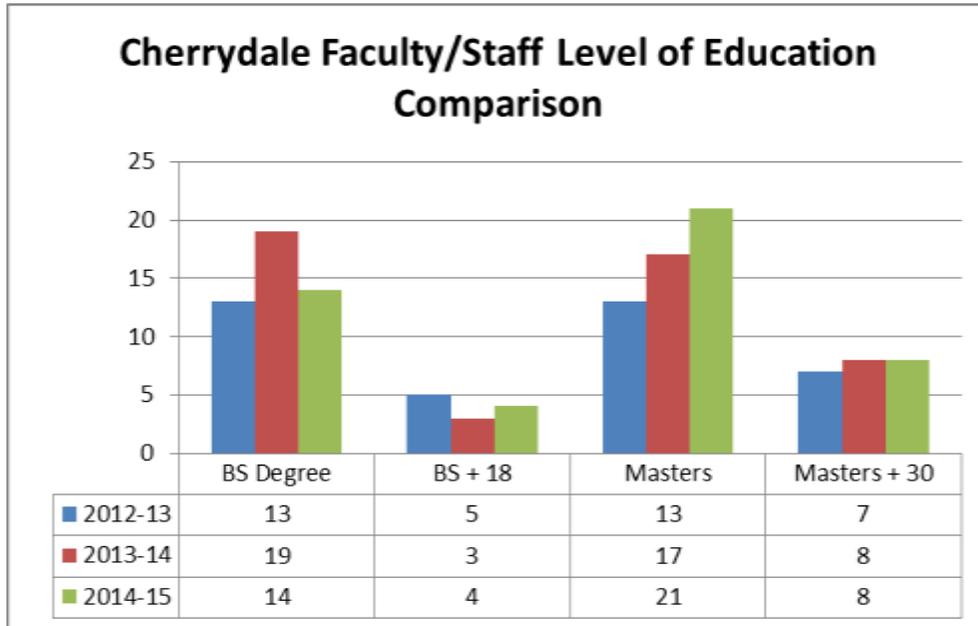
<b>2012 Math</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Male</b>	<b>Female</b>
<b>Not met</b>	22.7	15.4	N/A	11.1	24.1
<b>Met</b>	59.1	53.8	N/A	55.6	58.6
<b>Exemplary</b>	18.2	30.8	N/A	33.3	17.2
<b>Met/Exemplary</b>	77.3	84.6	N/A	88.9	75.9
<b>2013 Math</b>					
<b>Not met</b>	56.5	20	20	33.3	38.2
<b>Met</b>	21.7	53.3	46.7	47.7	32.4
<b>Exemplary</b>	21.7	26.7	33.3	25	29.4
<b>Met/Exemplary</b>	43.5	80	80	66.7	61.8
<b>2014 Math</b>					
<b>Not met</b>	6.3	7.7	21.4	21.9	10.3
<b>Met</b>	37.5	38.5	32.1	37.5	31
<b>Exemplary</b>	56.3	53.8	46.4	40.6	58.6
<b>Met/Exemplary</b>	93.8	92.3	78.6	78.1	89.7

\*N/A: Not a subgroup

Combined scores of Met and Exemplary increased in every demographic from 2013, except Hispanic. African American students scored best among those groups presented in the table. Male students taking the test in 2014 had the highest number of students scoring Not Met in the combined categories, but Males scoring Exemplary increased significantly.

### Teacher and Administrator Quality

All members of the teaching and support staff have the necessary teacher credentials required by the state of South Carolina. Several of our teachers have received their Masters Degree have taken advantage of the course work offered at Southern Wesleyan University, Furman University, Gardner Webb University and Clemson University. This year (2014-15) we have forty-seven faculty/staff members, over one half of whom has a Masters Degree. Four additional members are in the process of completing their course work required for a Maters Degree. Approximately one-third of our staff has not begun work on a higher degree beyond their Bachelors. Any staff member interested in pursuing a higher degree is supported by our administration and is encouraged to do so.



The graph above shows the information for the faculty in the years listed in the graph; it does not account for fluctuations in teaching staff. However, our faculty/staff has remained fairly consistent over the three years presented in the graph. Looking at these three years gives a better picture of the overall level of teaching degrees among our faculty/staff. We will continue to encourage all of our staff members to achieve a higher degree as they become more adept at teaching and pursue a degree in a field that will broaden their expertise.

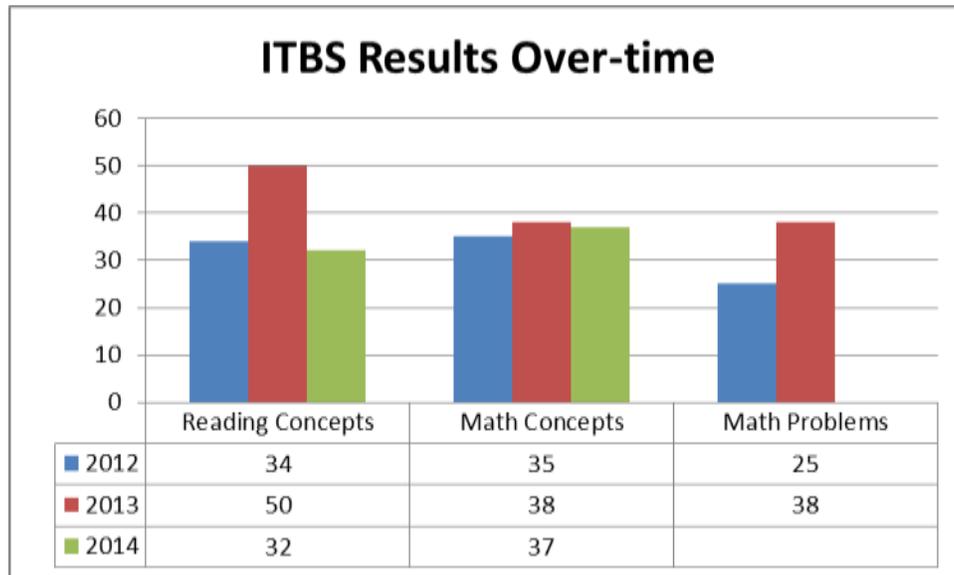
## School Climate

The following survey results as reported on the Cherrydale's School Report card for the 2012, 2013 and 2014 school years.

	Teachers			Students			Parents		
	2012 (15)	2013 (34)	2014 (38)	2012 (52)	2013 (55)	2014 (61)	2012 (46)	2013 (29)	2014 (47)
Number of Responses to survey									
1. Percent satisfied with learning environment	93.3	79.4	94.8	100	76.3	96.8	97.8	82.8	87.3
2. Percent satisfied with social and physical environment	100	85.3	94.9	100	85.7	95.0	93.5	77.4	81.8
3. Percent satisfied with home-school relationships	100	82.4	87.2	100	85.7	91.8	97.8	74.2	71.1

The number of responses from each group has fluctuated over the years shown as has their satisfaction with the learning environment, the social and physical environment and home-school relationships. The number of responses to the survey was at its highest number over the years shown. The number of teacher responses reflects about one-half of our total number in this group for the 2012-13 school year. The number of teacher, student, and parent responses recorded in 2014 perhaps gives a more accurate picture of the school climate from the perspective of these groups. The percentage of satisfactory responses of teacher, students and parents makes it difficult to detect any kind of pattern or consistency. Teachers and students had similar responses to the first two questions in 2012, while parents had somewhat similar responses to them as well. However all responses to these questions among all three groups decreased in 2013. Whereas the groups seemed pleased with school climate at Cherrydale in 2012, this trend did not continue in 2013. The number of parents that responded to the survey was noticeably less for that year – from forty-six responses in 2012 to twenty-nine in 2013. Looking at the number of completed surveys in 2014 tell us that we had the highest number of completed over the three years shown. Of all the groups participating in the survey, it appears that parents are the least satisfied with the school climate at Cherrydale. There were noticeable differences in the responses we received on the surveys in 2013 and 2014. With responses like the ones we received these two years, one would like to know the reason(s) for the apparent dissatisfaction among our parents.

The following graph shows second grade ITBS scores in Reading and mathematics overtime.



Note: A new version of this test was administered in the fall of 2014 which did not include a score for Math Problems.

Reading Concepts results have varied over the years shown. Our percentile rank climbed from 34<sup>th</sup> percentile to the 50<sup>th</sup> percentile, but decreased in the fall of 2014. The percentile for Math Concepts increased from the 35<sup>th</sup> percentile on the Fall 2012 administration to the 38<sup>th</sup> percentile in the Fall of 2013. The fall of 2014 administration shows that we dropped one percentile – from the 38<sup>th</sup> to the 37<sup>th</sup> percentile. Fall 2012 administration of the ITBS and the administration the following year show that scores increased thirteen percentage points to the thirty-eighth percentile. The new test administered in the fall of 2014 did not include scores in this area. We seem to have a difficult time increasing our percentile rank in the both areas. We made nice gains in this area from 2012 and 2013; we have a difficult time maintaining this increased achievement. For the last two years our percentile in Math Concepts has been in the higher 30<sup>th</sup> percentile, but we need to do much better. Our teachers continue to do a good job of taking students where they are and increasing their achievement, we will have to work harder to better compare with other students on a larger scale.

# Action Plan

### **Action Plan**

We plan our educational program based on our beliefs and mission. We monitor and adjust based on results that we see from formal and informal assessments. Staff development that will improve instruction, help us analyze data, and enhance the programs that are currently in place will be implemented. The goals that we have set for the coming year will move us in the direction we need to go. We are using Title 1 funds to help us in this process. We will incorporate the activities to achieve these goals through professional development offerings at Cherrydale Elementary, use the expertise of district consultants as well as our own faculty and staff. We will ask for feedback from all members of our faculty and staff as to what did and/or did not help us achieve our goals.

### **School Renewal Plan for 2014-15 through 2017-18**

#### **ACT ASPIRE WRITING**

### **SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18**

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

**GOAL AREA 1:** Raise the academic challenge and performance of each student.

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

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

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

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

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

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

## ACT ASPIRE ENGLISH

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

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

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

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

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

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

### ACT ASPIRE READING

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

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

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

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

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

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

### ACT ASPIRE MATH

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

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

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

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

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

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

### ACT ASPIRE % TESTED

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

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

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

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

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

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

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

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

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

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

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

**SCPASS SCIENCE**

Student Achievement     Teacher/Administrator Quality     School Climate     Other Priority

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

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

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

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

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

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

## SCPASS SOCIAL STUDIES

Student Achievement  
  Teacher/Administrator Quality  
  School Climate  
  Other Priority

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

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

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

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

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

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

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

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

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

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	32 <sup>nd</sup> percentile			

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

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile	50 <sup>th</sup> percentile
School Actual Performance	37 <sup>th</sup> percentile			

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

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

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

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

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

## Strategies/Actions

### Goal 1 – Increase Student Achievement

<b>Strategy Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Indicators of Implementation</b>	<b>Effectiveness of Strategy</b>
1. MAP results will be analyzed by classroom teachers and Instructional Support Team. Teachers will plan whole class and small group lessons based on RIT scores	Sept. 2015-May '16	Mrs. Black Miss Alewine Mrs. K. Black Mr. Barksdale Ms. Walker	None	N/A	Lesson plans Teacher documentation of use Copies of Current MAP reports/results	Moderately Effective Continue strategy with greater focus on specific areas
2. Professional Development: Professional Development will be provided on a regular basis for classroom teachers in the areas of ELA/Common Core	Sept. 2015-May '16	Mrs. Black Miss Alewine Mrs. K. Black Mrs. Carter	None	N/A	Professional Development calendar	Highly Effective Continue as is
3. Continued school-wide implementation of Fountas and Pinnell/Balanced Literacy model.	Sept. 2015-May '16	Instructional Coach Classroom teachers Curriculum Specialists	None	N/A	Lesson plans Observations Professional Development schedule District provided support	Moderately Effective Continue with focus on Common Core
4. Continued use of leveled readers for all content areas to support reading skills and strategies.	Sept. 2015-May '16	Instructional Coach Curriculum Specialist Classroom teachers	None	N/A	Lesson plans Observations	Highly Effective Continue as is
5. Use of <i>Reading Counts</i> to encourage student reading and improve fluency and comprehension	Sept. 2015-May '16	Instructional Coach Classroom teachers Media Specialist	None	N/A: License up-to-date	Weekly Reading Counts Progress reports Maintenance of Reading Counts Bulletin Board	Highly Effective Continue as is Monitor use of teacher reports
6. Continued use of RTI in second grade classes for early intervention services	Sept. 2015-May '16	Support personnel TBD by Mrs. S. Black	None	N/A	Progress monitoring of students Benchmarks administered 3x per year	Moderately Effective

7. Provide ESOL support at each grade level to address needs of ESOL students	Sept. 2015-May '16	ESOL Teacher Principal	Teacher salary	District	Classroom rosters	Highly Effective Continue as is
8. Utilize Compass Odyssey Learning to increase student achievement	Sept. 2015-May '16	Principal Computer Lab instructor	Salary \$63,678.00	Title 1	Compass Reports MAP scores and reports Lesson plans	Highly Effective Continue as is
9. Continued implementation of the school wide writing process	Sept. 2015-May '16	Principal Classroom teachers ELA coordinator	N/A	N/A	Observation Lesson plans	Moderately Effective
10. Continued use of MOCK PASS writing assessment Teachers in grades 2-5 will observe 2 MOCK PASS writing days with their students. Writing will be analyzed by teacher, grade level, and ILT.	January 2016 February 2016	Principal Classroom teachers Instructional Support Team	N/A	N/A	Analysis of writing prompt results	Highly Effective Continue as is
11. Small group instruction with identified students to improve ELA writing skills	Sept. 2015-May '16	Retired educators	\$9,828.00	Title 1	Improved results in ELA/Writing related skills Time Sheets	Highly Effective Continue as is
12. Continue to implement Every Day Counts in all classrooms: 5k – Gr. 5	Sept. 2015-May '16	Principal IC Classroom teachers	None	N/A	Observation Lesson plans Calendar displayed	Highly Effective Continue as is
13. Continue to provide a certified Math Lab teacher who will work with small groups, teachers, and teach model lessons	Sept. 2015-May '16	Principal Math teacher	\$74,420.00	Title 1	Teacher documentation Schedule for math lab Lesson plans	Highly Effective Continue as is
14. Provide a certified teacher as ELA Coordinator who will work with small groups, teachers, and teach model lessons	Sept. 2015-May '16	Principal ELA Coordinator	\$87,732.00	Title 1	Teacher documentation Schedule for classroom lessons and meetings with teachers	Highly Effective Continue as is
15. Provide a certified teacher as Curriculum Coach to work with teachers, and teach model lessons	Sept. 2015-May '16	Principal ELA Coordinator	\$67,564.00	Title 1	Teacher documentation Schedule for classroom lessons and meetings with teachers	Highly Effective Continue as is

16. MAP results will be analyzed to identify areas of weakness in Math. Teachers will plan RIT band activities for these groups.	Sept. 2015-May '16	Principal IC Classroom teachers Math teacher	None	N/A	Lesson plans indicating RIT band group activities	Highly Effective Continue as is
17. Small group instruction with identified students to improve Math skills based on MAP results in grades 3-5	Sept. 2015-May '16	Retired educators	\$9,828.00	Title 1	Increased student achievement on math assessments	Highly Effective Continue as is
18. Utilize technology to increase student achievement through CompassOdyssey	Sept. 2015-May '16	Principal Computer Lab teacher	N/A	N/A	CompassOdyssey reports	Highly Effective Continue as is
19. Include Science and Social Studies lessons in Compass Odyssey Computer Lab periods	Sept. 2015-May '16	Principal Computer Lab teacher	N/A	N/A	CompassOdyssey reports	Moderately Effective, will continue
20. Continued Implementation of ERI in 5K	Sept. '15-May '16	Principal RTI coordinator 5k para-professionals	N/A	N/A	Observation of groups AIMWeb reports	Highly Effective Continue as is

## PROFESSIONAL DEVELOPMENT

Student Achievement    Teacher/Administrator Quality    School Climate    Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:**

**ANNUAL OBJECTIVE:**

**DATA SOURCE(S):**

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	2015- 16	2016- 17	2017- 18
<b>Projected</b>	x	x					
<b>Actual</b>							

## Goal 2: Teacher Administrator Quality

<b><u>Strategy/Action</u></b>	<b><u>Timeline</u></b>	<b><u>Person Responsible</u></b>	<b><u>Cost</u></b>	<b><u>Funding Source</u></b>	<b><u>Indicators/ Implementation</u></b>	<b><u>Effectiveness of Strategy</u></b>
1 Ensure that all teachers meet "highly qualified" criteria.	Sept. 2015-May '16	Mrs. Black Miss Alewine Mrs. K. Black	None	N/A	Documentation of enrollment in degree program	Highly Effective Continue as is
2. Identify paraprofessionals who have not met "highly qualified" requirements	Sept. 2015-May '16	Mrs. Black	N/A	N/A	Documentation of "highly qualified" status	Highly Effective Continue as is
3. Share accurate and updated information regarding state expectations and requirements related to teacher certification and recertification	Sept. 2015-May '16	Mrs. Black Miss Alewine Mrs. K. Black	N/A	N/A	Documentation of contact with teachers regarding requirements as needed	Highly Effective Continue as is

## STUDENT ATTENDANCE

Student Achievement   
  Teacher/Administrator Quality   
  School Climate   
  Other Priority

**GOAL AREA 3:** Provide a school environment supportive of learning.

**FIVE YEAR PERFORMANCE GOAL:** Achieve an annual student attendance rate of 95%.

**ANNUAL OBJECTIVE:** Maintain an annual student attendance rate of 95% or higher.

**DATA SOURCE(S):** SDE School Report Card – School Profile page – Students section

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	2015- 16	2016- 17	2017- 18
<b>School Projected</b>	X	X	95.0	95.0	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<b>School Actual</b>	97.5%	97.0%	97.0%				
<b>District Projected</b>	X	X	95.0	95.0	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<b>District Actual</b>	95.9	95.6	95.0				

## PARENT SATISFACTION – LEARNING ENV.

Student Achievement   
  Teacher/Administrator Quality   
  School Climate   
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 82.8% in 2013-14 to 12% by 2018.

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

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

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	2015- 16	2016- 17	2017- 18
<b>School Projected</b>	X	X		88.3	89.3	90.3	91.3
<b>School Actual</b>	97.8	82.8	87.3				
<b>District Projected</b>	X	X	89.0	89.5	90.0	90.5	91.0
<b>District Actual</b>	88.0*	88.1	88.1				

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

## STUDENT SATISFACTION – LEARNING ENV.

Student Achievement   
  Teacher/Administrator Quality   
  School Climate   
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 76.3% in 2013 to 86.3% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 2% percentage point(s) annually students who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	2015- 16	2016- 17	2017- 18
<b>School Projected</b>	X	X	78.3	80.3	<b>82.3</b>	<b>84.3</b>	<b>86.3</b>
<b>School Actual</b>	100	76.3	96.8				
<b>District Projected (ES, MS, and HS)</b>	X	X	83.5	84.0	<b>84.5</b>	<b>85.0</b>	<b>85.5</b>
<b>District Actual (ES and MS)</b>	83.8	82.7	81.6				

## TEACHER SATISFACTION – LEARNING ENV.

Student Achievement   
  Teacher/Administrator Quality   
  School Climate   
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 79.4% in 2013 to 89.4% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 2% percentage point(s) annually teachers who are satisfied with the learning environment.

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

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	2015- 16	2016- 17	2017-18
<b>School Projected</b>	X	X	94.8	83.4	<b>85.4</b>	<b>87.4</b>	<b>89.4</b>
<b>School Actual</b>	93.3	79.4	94.8	94.3	<b>95.3</b>	<b>96.3</b>	<b>97.3</b>
<b>District Projected</b>	X	X	92.5	93.0	<b>93.5</b>	<b>94.0</b>	<b>94.5</b>
<b>District Actual</b>	98.0	92.6	93.5				

## PARENT SATISFACTION – SAFETY

Student Achievement   
  Teacher/Administrator Quality   
  School Climate   
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 77.4% in 2013 to 87.4% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 2% percentage point(s) annually parents who indicate that their child feels safe at school.

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

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	2015- 16	2016- 17	2017- 18
<b>School Projected</b>	X	X	79.4	81.4	<b>83.4</b>	<b>85.4</b>	<b>87.4</b>
<b>School Actual</b>	93.5	77.4	81.8	94.5	<b>95.5</b>	<b>96.5</b>	<b>97.5</b>
<b>District Projected</b>	X	X	93.9	94.3	<b>94.7</b>	<b>95.1</b>	<b>95.5</b>
<b>District Actual</b>	93.5*	92.8	93.1				

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

## STUDENT SATISFACTION – SAFETY

Student Achievement   
  Teacher/Administrator Quality   
  School Climate   
  Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 85.7% in 2013 to 90.7% by 2018.

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

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

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	2015- 16	2016- 17	2017- 18
<b>School Projected</b>	X	X	86.7	87.7	<b>88.7</b>	<b>89.7</b>	<b>90.7</b>
<b>School Actual</b>	100	85.7	95.0				
<b>District Projected</b>	X	X	91.9	92.3	<b>92.7</b>	<b>93.1</b>	<b>93.5</b>
<b>District Actual</b>	90.9	90.2	89.2				

## TEACHER SATISFACTION – SAFETY

Student Achievement   
 Teacher/Administrator Quality   
 School Climate   
 Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who feel safe at school during the school day from 85% in 2013 to 100% by 2018.

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

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

	<b>Baseline 2011- 12</b>	<b>Planning Year 2012-13</b>	<b>2013- 14</b>	<b>2014- 15</b>	2015- 16	2016- 17	2017- 18
<b>School Projected</b>	X	X	86.3	87.3	<b>88.3</b>	<b>89.3</b>	<b>90.3</b>
<b>School Actual</b>	100	85.3	94.9				
<b>District Projected</b>	X	X	98.5	98.5	<b>98.5</b>	<b>98.5</b>	<b>98.5</b>
<b>District Actual</b>	98.9	98.3	98.2				

### GOAL 3: School Climate

<u>Strategy</u> Activity	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	<u>Indicators</u> <u>Of</u> <u>Implemen-</u> <u>tation</u>	<u>Effective-</u> <u>ness of</u> <u>Strategy</u>
1. Weekly newsletters will continue to be sent home every Monday informing students and families of school activities	Sept.'15- May '16	Principal Classroom teachers	None	N/A	Copies of newsletters will be turned in weekly to building principal	Highly Effective Continue as is
2. Involve parents in the school decision-making process through surveys, PTA, SIC, and Title 1 committees	Sept.'15- May '16	Administration Title 1 Facilitator	\$1,500.00	District Title 1	Committee rosters Meeting minutes	Highly Effective Continue as is
3. Continue monthly Parent Power meetings to support parents with parenting skills, literacy skills, budgeting and other assistance	Sept.'15- May '16	Principal Title 1 facilitator Guidance Counselor	\$7,825.00	Title 1	Participation/sign in sheets	Highly Effective Continue as is
4. Barnes and Noble field trip for parents will be offered in February to help parents build home libraries	Sept.'15- May '16	Principal Title 1 facilitator Guidance Counselor	\$300.00	Title 1	Participation/sign in sheets	Highly Effective Continue as is
5. Two parent Involvement Liaisons to assist with interpretation at conferences, IEP meetings, Parent Power meetings, and other activities	Sept.'15- May '16	Principal Computer Lab teacher Classroom teachers	\$1,402.00	Title 1	Time sheets	Highly Effective Continue as is
6. Strengthen collaboration with parents and the community. Timely informational materials will be mailed to homes to support student learning through parent compacts, newsletters, and the school calendar	Sept.'15- May '16	Title 1 Facilitator Classroom teachers	\$1,600.00	District Title 1	Copies of signed Compacts, classroom newsletters, mast mailing list Postage receipts	Highly Effective Continue as is

Cherrydale Elementary School's professional development begins in the summer prior to the beginning of the coming school year. Teachers are strongly encouraged to attend the Upstate Technology Conference and as well as Summer Academy for as many days as possible. In previous years, Cherrydale Elementary has held a Summer Lab in order to offer staff development specifically to our faculty and staff to begin getting ready for the coming school year. Focus for these days is determined by the building principal depending on our goals for the coming year related to classroom strategies. District –sponsored offerings: The Upstate Technology Conference will be held July 7 and 8 and Summer Academy will take place July 13 – 23, 2015. Professional Development planning for the coming school year begins in February. Once our focus is determined we identify topics, dates and presenters. Several dates are left open in order to insert dates/topics that are identified by the school district.

Topics for 2014-15 professional development at Cherrydale were:

Reviewing Depth of Knowledge (DOK)

Data Analysis

Balanced Literacy

The Research Process

Common Assessments

Monthly Vertical Team and Strategic Planning Committee meetings

Useful technology integration for classroom use

The first of the following documents is the Professional Development calendar implemented during the 2013-14 school year. Our building administrator believes in providing staff development led by our own faculty and staff with the focus being technology and sharing classroom strategies that increase student achievement based on the topics outlined above.

## Professional Development Calendar: 2014-15

<b>Date</b>	<b>Professional Development Calendar 2014-15</b>	<b>Presenter</b>	<b>Time</b>
<i>August 12</i>	<i>Principal's Orientation Workshop</i>	<i>Mrs. Black</i>	<i>9:00-3:00</i>
<i>August 13</i>	<i>Principal's Orientation Workshop (cont.) Effective Conferencing Techniques</i>	<i>Mrs. Black</i>	<i>9:00-3:00</i>
<i>August 14</i>	<i>District Meetings/ School Flex Day Strategic Planning Committee</i>	<i>Mrs. Black</i>	<i>1:00-2:00</i>
<i>August 15</i>	<i>District Meetings/ Vertical Team Meetings Work in Classrooms</i>		<i>10:30 – 11:30</i>
<i>August 18</i>	<i>Principal's Orientation (Continued, if needed) Classroom Management</i>	<i>Mrs. Black  Mr. Barksdale</i>	<i>9:00 – 11:30</i>
August 20	Use of the Computer Lab	Mrs. Black Mr. Stowe	3:00 – 4:00
August 27	MAP Security	Mr. Franks Mrs. K. Black Miss Alewine	3:00 – 4:00
September 3	PAS-T Overview	Mrs. Black	3:00 – 4:00
September 10	Balanced Literacy: Choosing the right book	Miss Alewine Mrs. K. Black	3:00 – 4:00
September 17	Balanced Literacy: The Book Introduction	Miss Alewine Mrs. K. Black	3:00 – 4:00
September 24	Year-long Research Process: Part 1	Literacy Committee	3:00 – 4:00
October 1	Depth of Knowledge: ELA	Miss Alewine Mrs. K. Black	3:00 – 4:00
October 8	Depth of Knowledge:	Miss Alewine Mrs. K. Black Mr. Barksdale	3:00 – 4:00
October 15	OPEN		3:00 – 4:00
<i>October 16</i>	Teacher Work Day  Strategic Planning Committee	Complete Parent/Teacher Conferences Mrs. Black	   1:00

<i>October 22 - 24</i>	CogAT Testing 2 <sup>nd</sup> Grade		
<i>October 24</i>	Strategic Planning Committee	Mrs. Black	3:00-4:00
November 5	OPEN		3:00 – 4:00
November 12	Increasing Single Gender Strategies	Single Gender Team	3:00 – 4:00
November 19	Vertical Team Meetings		3:00 – 4:00
December 3	Strategic Planning Committee	Mrs. Black	3:00 – 4:00
December 10	<i>OPEN</i>		3:00 – 4:00
January 14	Year-long Research Process: Part 2	Literacy Committee	3:00 – 4:00
January 21	Vertical Team Meetings		3:00 – 4:00
January 28	Strategic Planning Committee	Mrs. Black	3:00 – 4:00
February 4	Balanced Literacy Training	Debbie Magoulick	3:00 – 4:00
February 11	Balanced Literacy Make and Take	Mrs. K. Black, Mrs. Carter, Ms. H. Walker, Miss Alewine	3:00 – 4:00
February 18	MAP and PASS Preparation 3	Instructional Leadership Team	3:00 – 4:00
March 4	IMS Training (Incident Management System)	Mr. Stowe	3:00 – 4:00
March 11	OPEN		3:00 – 4:00
March 25	Strategic Planning Committee	Mrs. Black	3:00 – 4:00
April 8	End of the Year Calendar: Update	Mrs. Black Mr. Stowe	3:00 – 4:00
April 15	Upcoming state assessment: Test Security	Mrs. K. Black, Ms. Posley, Miss Alewine	3:00 – 4:00
April 22	OPEN		
April 29	Strategic Planning Committee	Mrs. Black	3:00 – 4:00
May 13	TBD		3:00 – 4:00
May 20	TBD		3:00 – 4:00
May 27	TBD		3:00 – 4:00

<b>Date</b>	<b>Professional Development Calendar 2015-16</b>	<b>Presenter</b>	<b>Time</b>
Tuesday/August 11	<i>Principal's Orientation</i>	<i>Mrs. Black</i>	<i>8:30 – 2:30</i>
August 12 – 13	<i>New Teachers (less than 5 years exp.) All other teachers</i>	<i>Support Staff Various Staff members</i>	<i>9:00-11:00 12:30-2:45</i>
August 14	<i>OPEN HOUSE – times to be determined</i>		
August 17	<i>First day for students</i>		
August 26	School-wide Research Process	Literacy Committee	3:00 – 4:00
September 2	PAS-T overview	Mrs. Black	3:00 – 4:00
September 7	<i>LABOR DAY</i>		
September 9	<i>OPEN</i>		3:00 – 4:00
September 16	Overview of New Accountability Standards: ELA and Math	To Be Determined (TBD)	3:00 – 4:00
September 23	New ELA Standards: Inquiry-Based Literacy Standards	Instructional Support Team	3:00 – 4:00
September 30	New Math Standards: Number Sense and Base Ten	Instructional Support Team	3:00 – 4:00
October 7	New ELA Standards: Reading Literacy Texts	Instructional Support Team	3:00 – 4:00
October 14	Support team meeting	Mrs. Black	3:00 – 4:00
October 15	Teacher Workday: ELA and Math Make and Take	Literacy Team Math teacher	8:30 – 11:30
October 16	<i>1<sup>st</sup> possible Exchange Day</i>		
October 21	Vertical Team Meetings	To Be Determined (TBD)	3:00 – 4:00
October 28	New Math Standards: Algebraic Thinking and Operations	Instructional Support Team	3:00 – 4:00
November 4	Revisit Cherrydale's Literacy Framework	Literacy Team	3:00 – 4:00
November 11	New ELA Standards: Writing and Communication	Instructional Support Team	3:00-4:00
November 18	Review/Revisit Everyday Edits	Instructional Support Team	3:00 – 4:00
November 25-27	<i>Thanksgiving Holiday</i>		3:00 – 4:00

December 2	<i>OPEN</i>		3:00 – 4:00
December 9	New ELA Standards: Reading Informational Texts	Instructional Support Team	3:00 – 4:00
December 16	New Math Standards: Geometry	Instructional Support Team	3:00 – 4:00
December 21- January 4	Winter Break		3:00 – 4:00
January 6	<i>OPEN</i>		3:00 – 4:00
January 13	New ELA Standards: Writing and Communication	Literacy Team	3:00 – 4:00
January 15	<i>Possible Exchange Day #2</i>		
January 18	<i>Martin Luther King Day</i>		
January 20	<i>OPEN</i>		3:00 – 4:00
January 27	Instructional Support Team Meeting	Mrs. Black	3:00 – 4:00
February 3	New Math Standards: Measurement and Data Analysis	Instructional Support Team	3:00 – 4:00
February 10	Vertical Team meetings	To Be Determined (TBD)	3:00 – 4:00
February 15	<i>President's Day</i>		
February 17	<i>OPEN</i>		3:00 – 4:00
February 24	Review and Revisit Math	Instructional Support Team	3:00 – 4:00
March 2	Review/Revisit ELA: Cherrydale's Literacy Framework	Instructional Support Team	3:00 – 4:00
March 9	Review/Revisit: Math	Instructional Support Team	3:00 – 4:00
March 16	Instructional support Meeting	Mrs. Black	3:00 – 4:00
March 23	Literacy Make and Take	Literacy team	3:00 – 4:00
March 30	Vertical Team meetings	To Be Determined (TBD)	3:00 – 4:00
April 6	Review /Revisit ELA Culminating Research Project	Instructional Support Team	3:00 – 4:00
April 13	<i>OPEN</i>		3:00 – 4:00

April 20	Revisit/Review: ELA and Math	Instructional Support Team	3:00 – 4:00
April 27	Vertical Team Meetings	To Be Determined (TBD)	3:00 – 4:00
May 4	Instructional Support Team Meeting	Mrs. Black	3:00 – 4:00
May 11	<i>OPEN</i>		3:00 – 4:00
May 18	<i>OPEN</i>		3:00 – 4:00
May 25	<i>OPEN</i>		3:00 – 4:00

The school calendar for the 2015-16 school year is currently on hold. Once the calendar is made official, adjustments will be made to reflect teacher work days, student attendance days and student holidays, winter break, spring break, snow days, etc.

## 2013-14 School Report Card and 2013-14 ESEA (Federal Accountability Rating System)

Click the link below to access the documents  
listed above:

2013-14 School Report Card:

<http://ed.sc.gov/data/report-cards/2014/elem/c/e2301114.pdf>

2013-14 ESEA:

<https://ed.sc.gov/data/esea/2014/school.cfm?SID=2301114>