

Cherrydale Elementary School
Principal: Mrs. Debra R. Johnson

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

Action Plan (2013-14 through 2017-18)

March 25, 2016

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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 of 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/members that assist with updating community changes 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:

Debra Johnson
Michelle Calwile
Betsy Poole
Thaya Posley
April Mitchell
Anne Alewine

Cazzandra Sawyer
Steven Thompson
Carmen Biosca-Baker
Grace Eskew

Teacher Quality Needs:

Debra Johnson
Jordan O'Toole
Anne Alewine
Kimberly Black

Student Achievement:

Stephanie White
Emily Juan
Jami Christian
Cameron Brice
Lori McAlister
Lynn Butler
Corey Ehlenbach
Shamika Anderson
Vanessa Anderson

School Climate Needs:

Anne Alewine
Kimberly Black
Michelle Calwile
Harriett Walker
Marie Cooper

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 ES. Collectively, all have input in suggesting ways to maintain and increase student achievement and to better communicate with parents and the community surrounding Cherrydale Elementary School.

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

5K: Sherri Bailey – Angela Bailey
Jeanette Bruton- Bree Furr
Marie Cooper – Jan Fleming
Melanie Darnell – Jennifer Hill

Gr. 1: Terrell Brown
Alona Chastain
Sabrina Garrison
Brienna Jones
Kendra Simpson
Charles Simons
Angela Walker

Gr. 2: Shamika Anderson
Emily Blunk
Karisma Cruell
Saundra Hammond
James Steadman
Stephanie White

Gr. 3: Cameron Brice
Jami Chastain
Danielle Fox
Emily IZard
Lindsey Welkner

Gr. 4: Lynn Butler
Rashmi Janakiraman
Richard Jones
Lori McAlister
Sherolyn Simmons

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

LDSC: Britany Smith – Inclusion (4th
and 5th grade)

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

ESOL: Carmen Biosca-Baker
Grace Eskew

Gifted/Talented: Cynthia Gibbs

Related Arts: Kate Bear
Stephanie Whittenberg
Elizabeth Watson

Speech Therapist: Melanie Wall

Media Specialist: Michele Gregg

ELA Support: Harriett Walker
Computer Lab teacher: Samantha
Massey

Literacy Specialist: Veronica Carter
Title 1 Facilitator: Michele Calwile
Title 1 Social Worker: Frieda Woods

Guidance Counselor: Thaya Posley

Instructional Coach: Anne Alewine
Curriculum Support: Kimberly Black

Assistant Principal: Jordan O'Toole
Principal: Debra R. Johnson

Executive Summary

Executive Summary

The 2015-16 school year was one of transition. A new administrator was named in May of 2015. With our increased projected enrollment for the 2015-16 school year we have an assistant principal rather than an administrative assistant. Cherrydale participated in the district's new state assessment, ACT Aspire, as well as SC PASS testing in grades four and five

Listed below is a brief synopsis of these results from 2014-15. These results will receive a more in depth look later in this document.

- Needs Assessment for Student Achievement: (ACT Aspire and PASS Data)

ACT Aspire Writing

- 228 students tested across grades 3-5.
- 18% scored Ready
- 56% scored Close
- 23% scored Need Support

ACT Aspire Reading

- 234 students tested from grades 3-5.
- 18% scored Ready
- 30% scored Close
- 50% scored Need Support

ACT Aspire English

- 234 students tested from grades 3-5
- 60% scored Ready
- 34% scored Close
- 5% scored Need of Support

ACT Aspire Math

- 238 students tested from grades 3-5
- 49% scored Ready
- 45% scored Close
- 6% scored Need of Support

PASS Data – Social Studies

- 72 students tested from 4th grade
- Students scoring MET or Exemplary has been consistently steady
2015 – 74% 2014 – 73% 2013 – 67%

PASS Data – Science

- 72 students tested from 4th grade
- Students scoring MET has remained steady 2015 – 50% 2014 – 52% 2013 – 51%
- Students scoring EXEMPLARY decreased by 5% - 2015 – 3% 2014 – 8% 2013 – 8%

- Needs Assessment for Teacher and Administrator Quality: (Survey)

Maintaining the teacher and administrative quality is a priority. All staff members, with the exception of one teacher completing waiver requirements for special education certification, are highly qualified. Staff demographics are presented later in this document. Currently Needs Assessment for School Climate: (Teacher, Student, and Parent Surveys 2015)

Teacher Survey indicated only 70% of the teachers are satisfied with the School Learning; 69% were satisfied with School Social and Physical Environment; and 70% were satisfied with Home School Communications.

Student Survey indicated 99% of the students were satisfied with the School Learning; 86% were satisfied with the School Social and Physical Environment and 96% were satisfied with the Home School Communications.

Parent Survey indicated 90% of the students were satisfied with the School Learning; 90% were satisfied with the School Social and Physical Environment and 90% were satisfied with the Home School Communications.

Overall students and parents were more satisfied with the school climate.

Parent survey also indicated lack of transportation, health issues of family members, work schedules, and lack of childcare limits their participation at the school.

- **Significant Challenges for 2012-2015:**

- Enrollment at Cherrydale Elementary has continued to grow.
 - Office spaces and classrooms in the main building have been re-purposed and onsite portable units were installed to accommodate additional classroom space.
 - Increased enrollment of English Language Learners.
 - Additional personnel allocations to provide English support were hired.
 - Reaching all ability levels and continuing to lessen the gap for subgroup performance
 - Technology integration very limited due to lack of current technology.
 - Over 140 old computers were removed from building
 - Chromebooks were purchased for 4th and 5th grade students
 - Technology Refresh is scheduled for Cherrydale Elementary prior to August 2016
 - District technology support provided to teachers
 - Continued professional development is needed to adequately address the academic achievement deficits of students. Improved scheduling is needed to allow more time for vertical articulation, content integration, and support (inclusion, RTi, etc.)
- **Significant awards, results, or accomplishments for 2012-2015:**
 - Palmetto Gold Award 2012, 2013, 2014
 - Palmetto Silver Award 2012, 2013, 2014
 - Energy Star 2014
 - District and State PTA Reflections Winners
 - Single Gender Classes in 3rd, 4th and 5th grade
 - Panthers Afterschool Program
 - Summer Achievement Institute (including Summer Outreach Program which takes education into the homes of identified rising K5, 1st grade, and ESOL students)
 - Parent Power Monthly Meetings
 - Virtual Science Lab for 4th and 5th grade

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 4th and 5th 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 National and South Carolina State Art Standards. It promotes Student Directed Learning and Content Integration. The program provides enrichment activities through Art Society and before and after school assistance. Students participate in juried and non-juried art shows, the Roper Mountain Holiday Postcard display, Fine Arts Center A.R.M.E.S. program, and PTA Reflections. The 2014-2015 South Carolina PTA Reflections winner also received an Award of Excellence at the National PTA Reflections. During the summer and September 2015 the students had art work on display at the MT Anderson Center. In 2015-2016, the students displayed artworks at the District Office (December), participated in the District Office Juried Art Show (February), South Carolina Art Education Association Youth Art Month Western Region Art Exhibit (March), and Art in the Halls (April-May) school wide art show at Cherrydale Elementary School. A fourth grade student was awarded First Place by the South Carolina PTA Reflections in the Visual Arts Intermediate Division 2015-16. The artwork has advanced to the National PTA Reflections. First Place Intermediate Division was earned by a Fifth Grader in the District Office Juried Elementary Art Showcase. The South Carolina Art Education Association Western Region Youth Art Month Juried Exhibition for the 2015-16 school year awarded First Place to a Second Grade student. We also have students participating in the district's annual "Spring Sing". 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.

School Profile

School Profile
Cherrydale Elementary School
2015-16

Currently we are in our eleventh year of operation. We began this year with our highest enrollment ever, with approximately 630 students ready to begin the 2015-16 school year. We continue to see an increase in our Hispanic enrollment, a decrease in our White student enrollment, as well as a slight decrease in the enrollment of African American students. 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 seventh 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 a mixed gendered class on their grade level.

The community surrounding Cherrydale Elementary School has seen much commercial growth in recent years. Numerous restaurants and retail stores are now located just a few blocks away. As commercial growth continues residential growth has progressed at a slower rate in the neighborhoods around our school. One notable addition has been the construction of an apartment complex on the site on the old Cone Elementary School. Children of school age living in these apartments are enrolled at Cherrydale Elementary.

Parent Involvement:

Parent involvement at Cherrydale is important as we strive to make parents of all our students feel welcome at our school and community members as well. We offer a wide variety of activities for parents to participate in and are always looking for new opportunities to bring parents into our school. We communicate and inform parents of 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 goal is to reach as many parents as possible by offering a variety of activities. These activities include "Parent Power" meetings, volunteer opportunities, literacy, math and science nights sand other activities involving parents. We believe that parental involvement at school has a positive impact on the educational progress of a child. Cherrydale students are included as often as possible on the program of our PTA meetings to encourage greater parent attendance.

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 (Book-It reading program), 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.
- Chik-Fil-A works with our PTA to sell chicken biscuits at least one morning a month as s fund-raising event for our PTA.

School Leadership

Building Principa: Debra R. Johnson is the principal at Cherrydale Elementary School. For the past several years she has served Greenville County Schools as an assistant principal at Hillcrest High School, and principal at Armstrong Elementary School. This is her first year at Cherrydale Elementary School. Prior to relocating to Greenville, Mrs. Johnson served as a teacher, assistant principal, and principal in Chester County School District.

A graduate of Winthrop College in Rock Hill, South Carolina, she earned a Bachelor of Science Degree in Marketing Education and Elementary Education. She also completed studies at University of South Carolina, earning a Master of Education Degree in Early Childhood Education. She continued her studies once again at Winthrop University to earn a Master of Education Degree in School Administration and Supervision. Additionally, Mrs. Johnson completed studies at

South Carolina State University to earn an Educational Specialist Degree in Administration and Supervision.

Throughout her 24 years as a professional educator, she has consistently demonstrated competence in creating and maintaining positive learning environments through program initiatives, student centered instruction, and open communication with faculty, students, parents, and community. She believes in eagerly working with all stakeholders to ensure all students are empowered to Believe...Achieve...and Succeed.

Assistant Principal: Mrs. Jordan O'Toole is Assistant Principal who assumes responsibility for the operation of the school in the absence of the principal, makes classroom visits and observations, confers and counsels students, coordinates programs to improve student achievement and behavior, and assumes other duties assigned by the principal. Mrs. O'Toole has also brought initiatives to Cherrydale such as "Paw Bucks" a positive behavior program, TAG It! and the use of Flow/Flee maps as a graphic organizer to be used in 5K- 5th grade for continuity. Teachers were also introduced to the use of an item analysis calculator to help identify areas of strength and weakness.

The Leadership Team consists of the principal, assistant principal, instructional coaches, ELA support teacher and the Title 1 facilitator. The team meets to discuss ways to increase student achievement through analysis of data, both formal and informal, as well as curriculum planning. The instructional coaches and ELA support teacher 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, prepares practice materials to help students be better prepared for state testing in the spring. MAP results as well as results from state tests are also analyzed. The team is joined by all grade level chairs, Related Arts team members, school media specialist, literacy teacher and our ESOL teachers on the second Wednesday of each month. This group is referred to as the Faculty Council. This larger group plans the school calendar including activities for the school year as well as bringing grade level concerns to the group. Summaries of this meeting are taken back to the grade level team to be shared. Google Docs are used to help expedite this process when applicable.

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. 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 defined 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 that have been successful include:

- 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
- Monthly School Improvement Council. 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
- Scholastic Book Fair
- The school message system that calls parents to give them an update of current or future school events.
- Special parents and grandparents days at the Scholastic Book Fair

Cherrydale Elementary is proud of our Parent Involvement. We continue to expand our current activities while developing a partnership plan to further strengthen this partnership. We will also ensure that our partners have the opportunity to contribute to and benefit from them.

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.

- 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

When a business partners with Cherrydale we show our appreciation in various ways: Verbal recognition at our PTA meetings, listing the business's name as a partner in our PTA newsletter; faculty and staff patronizing the business; 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.

- 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.
- 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, our two greatest continue to be:

- Children do not come to school ready to learn because many of them lack 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 in the educational success of their children and to allow them to contribute in meaningful ways. Our Title 1 parent coordinator, 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 the education of 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.
- 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.
- 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. We remain focused on continuing the activities that have a positive impact on our students. 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 pro-active 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:

- 34 highly-qualified classroom teachers – 4K through grade 5
- 6 certified paraprofessionals
- 1 Curriculum Support teacher
- 2 Instructional Coaches
- 3 Related Arts teachers
- 1 LD Inclusion teacher – grades 4 and 5
- 1 LD Resource teacher - 5k – grade 3
- 1 Speech teacher – 3 days per week
- 1 Challenge teacher – 1 ½ days per week
- 1 Building Principal
- 1 Computer lab teacher
- 1 Title 1 Facilitator
- 1 Guidance Counselor
- 2 ESOL teachers
- 1 Title 1 Social Worker
- 1 Assistant Principal
- 1 Media Specialist
- 1 Literacy teacher

In addition we have one part-time media assistant, one secretary, one attendance clerk, 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 and two retired educators that work with identified 2nd through 5th graders two days per week.

The chart below 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
Building Principal			1	
Assistant Principal				1
4K Teachers				2
Paraprofessionals			1	1
5K Teachers			1	3
Paraprofessionals			2	2
Gr. 1	1	1	2	3
Gr. 2		1	2	3
Gr. 3	1			4
Gr. 4		1	1	2
Gr. 5		2	2	
Related Arts				3
Curriculum Support			1	
Media Specialist				1

Literacy Teacher			1	
Instructional Coach				2
ESOL				2
Special Education				2
Computer Lab Teacher				1
Speech/3 days per week				1
Challenge Teacher/2days per week				1
Title 1 Facilitator			1	
Title 1 Parent Involvement Coordinator				1*
Guidance Counselor			1	
Total	2	5	14	34

Student and Teacher attendance

The following table shows student and teacher attendance over time.

	2013-14	2014-15	2015-16
Students	97%	95.8%	96.18%
Teachers	97.6%	94.8%	Not Available at this time

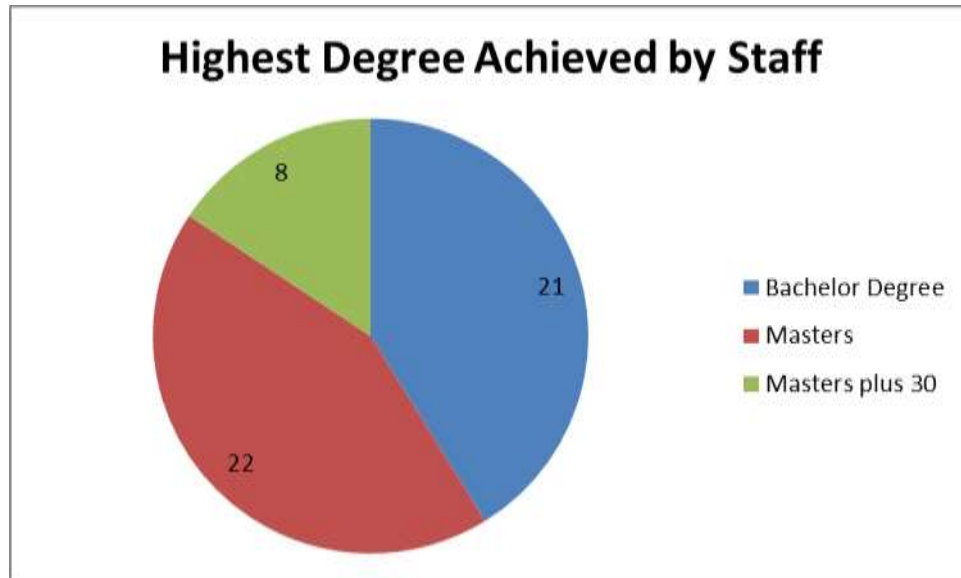
Teacher and student attendance in 2013-14 were almost identical. Both attendance groups had decreased attendance the following year. Cherrydale Elementary's student and teacher attendance met the state objectives for attendance in these areas. The state objective for student attendance was 94%; our student attendance rate was 97% in 2013-14; our teacher attendance of 97.6% met the state objective as well. The chart below shows monthly student attendance as of March 7, 2016. August attendance was highest at 98.12%. September – November shows fairly consistent attendance while January and February a slight decrease while attendance thus far in March we can see an increase in student attendance.

Average Daily Attendance Among Students							
August	September	October	November	December	January	February	March
98.12%	96.73%	96.61%	96.13%	96.20%	95.61%	95.95%	97.00%

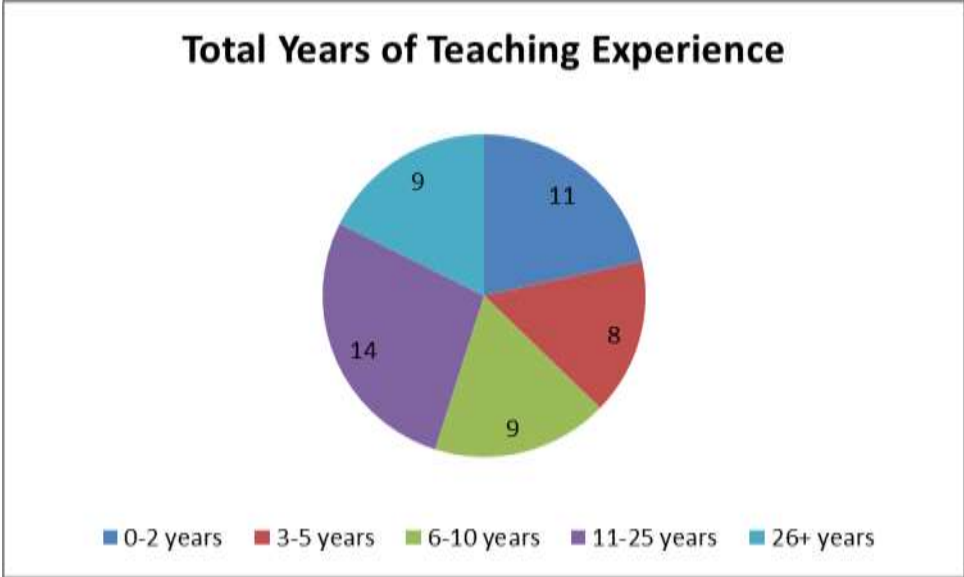
Teacher Experience and Degrees:

We have an almost equal number of the faculty/staff members that have received a Bachelor's degree and those that have received a Master's degree. There are also eight staff members that have their Master's degree plus an additional 30 hours above this degree. Included in these numbers are teachers that have begun work on their Masters by have not quite achieved eighteen hours beyond their Bachelor degree. Opportunities exist to promote times for our

new teachers to 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. The following chart indicates the total years of teaching experience of our staff. The numbers and percentages reflect all certified staff, both in and outside the classroom. Our paraprofessionals are all highly qualified, each with either an Associate or Bachelor Degree.

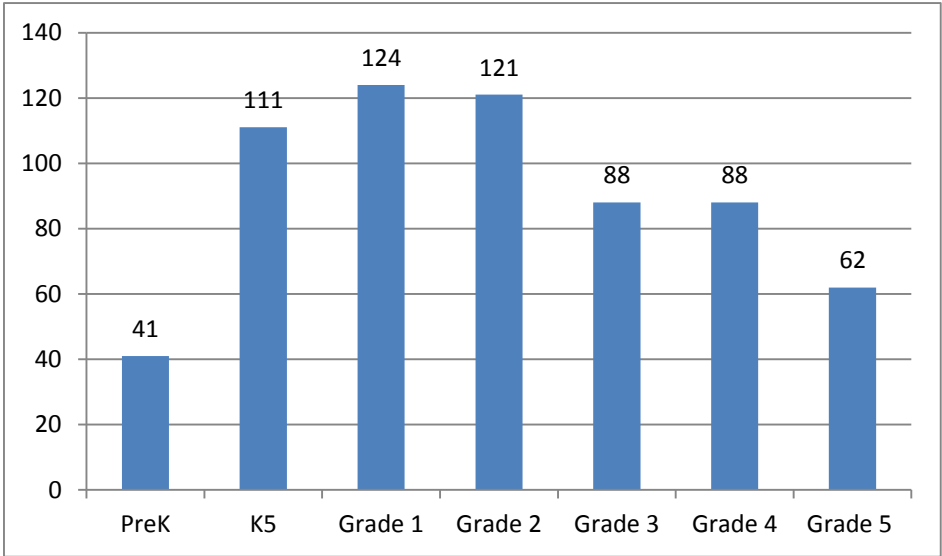


There is a good balance among our teachers when comparing the total number of teaching experience. The greatest number of our certified teaching staff has been teaching between eleven and twenty-five (14 certified staff) years, followed by teachers who are at the beginning of their teaching career with eleven certified staff. There is an equal number of certified staff that have been teaching between 6-10 years and those that have made teaching a career for more than 26 years. In addition to the certified staff, we have a combined eighty-nine years of experience among our paraprofessional and our Title 1 Parent Involvement staff member. There is a good balance of certified staff on each grade level that can learn from each other. Grade level meetings promote communication providing everyone the opportunity to learn from their team members.

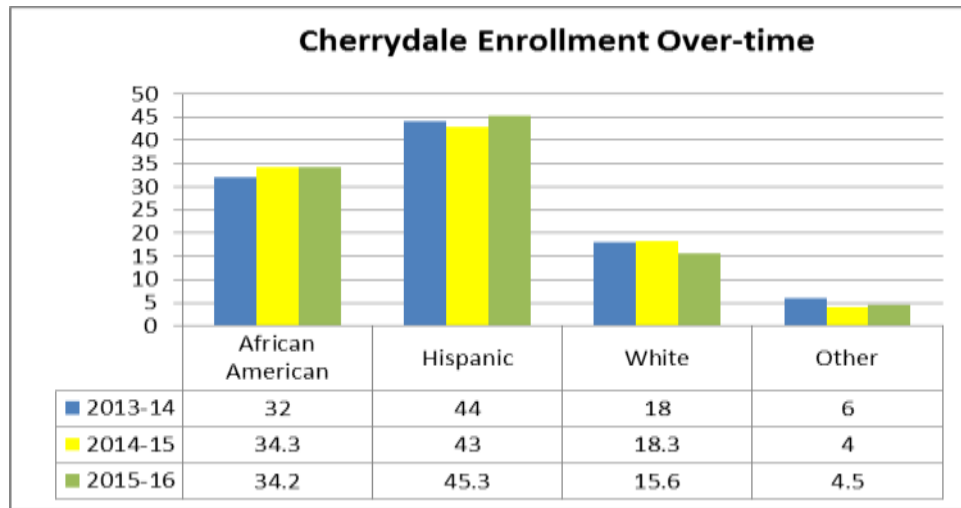


Student Population

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. From the 2013-14 to the current school year we have seen increases each year in our school enrollment. The enrollment for the 2014-15 school year began with approximately 600 students with the enrollment growing to 612 students at year’s end. At the present time we have an enrollment of 640 students, however this number does fluctuate. We have also noted demographic changes in our enrollment over the years shown. The following table shows The difference ethnicities that make up Cherrydale’s current enrollment by percentages. At this time our enrollment is 635, but it literally changes day to day and week to week. The following chart shows our enrollment by grade.



As one can see the highest numbers of students at Cherrydale are concentrated in the primary grades, with the highest enrollment in 1st grade followed closely by 2nd grade. The higher numbers in second grade lead to two additional teachers being needed in this grade level. Our enrollment is also greater in the third and fourth grades which also lead to an additional teacher in each of these grades. The following charts show our enrollment by ethnicity, both over-time and for the current year.



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. Since that time our Hispanic enrollment has increased while the enrollment of White students has decreased, especially for the 2015-16 school year. Our African American enrollment increased in 2014-15 and has remained at that level for the current year.

ENROLLEDMENT By Number	African American	Hispanic	White	2 or more races
4K : 41 students	15	19	2	4
5K: 111 students	32	32	23	5
Gr. 1: 124 students	43	55	18	8
Gr. 2: 121 students	53	51	16	1
Gr. 3: 88 students	29	46	9	4
Gr. 4 : 88 students	28	36	21	4
Gr. 5: 62 students	18	29	11	3

The majority of our enrollment is Hispanic. The enrollment of African American and Hispanic students is about the same in PreK and Kindergarten exactly the same in. We see wider gaps in the other grades. The highest enrollment of White students can be found in 5K; the least in 4K and 3rd grade. Over one-half of our

third graders are Hispanic. We do see an increase in the number of students whose ethnic background comes from two or more races.

Disabled Population:

The following table shows the enrollment of our student’s with disability population by grade level. The majority the forty students serviced by Special Education is found in 5K through grade 3 with the majority of these students being in the 3rd grade followed by 1st grade. The greatest number of students enrolled in the inclusion program is in grade five. All of the students that have been identified for the special education program are serviced according to their needs as stated in each student’s Individual Education Plan (IEP).

	LD: Inclusion Model: Gr. 4 - 5	LD Resource: 5K – Gr. 3
Grade 5	9	
Grade 4	4	3
Grade 3		9
Grade 2		5
Grade 1		6
5K		4
TOTAL	13	27

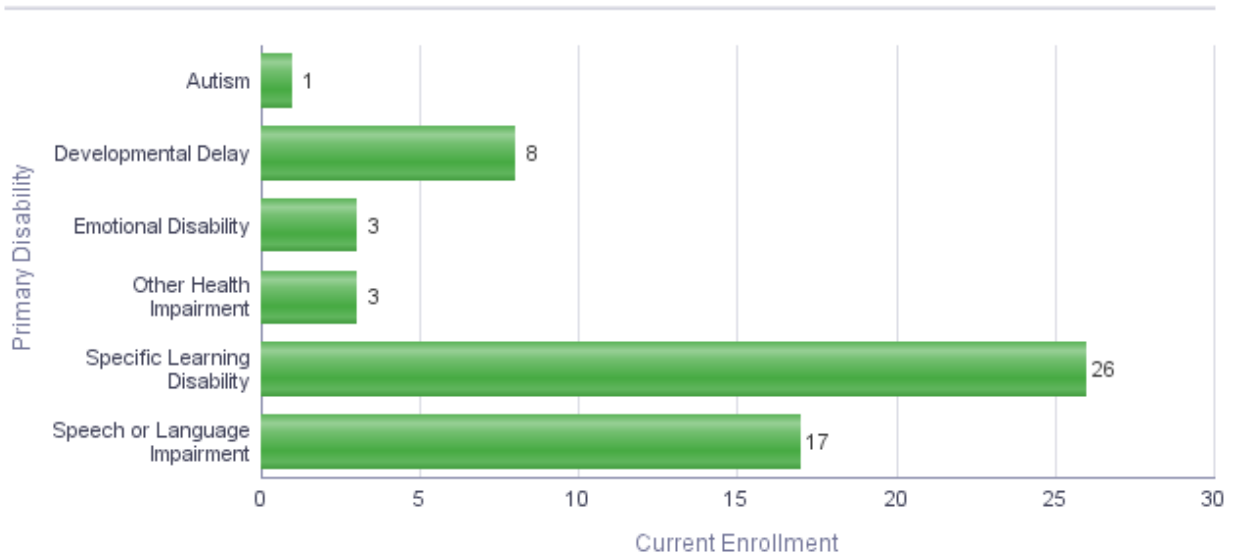
Cherrydale utilizes the inclusion method in grades 4 and 5 where the inclusion teacher sits alongside her students in the regular classroom assisting as needed. These students spend their day in the classroom with their peers. There are times when our learning-disabled students meet in a small group 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 three 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 for half of the day on Monday and a full day on Wednesday 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.

	4K	5K	1st	2nd	3rd	4th	5th	TOTAL
African American Males	0	1	0	4	5	0	2	12
African American Females	0	0	3	1	0	2	1	7
White Males	0	2	1	0	0	3	1	7
White Females	0	0	0	0	1	0	1	2
Hispanic Males	0	1	0	0	3	2	1	7
Hispanic Females		0	2	0	0	0	3	5
Other	0		0	0	0	0	0	0
TOTAL	0	4	6	5	9	7	9	40

The largest enrollment in our special needs population is found among our African American students (19) followed by our Hispanic (12) students, and then White students (9). There are more male students (26) enrolled in these classes and fourteen females. Twenty-five students in grades 3-5 have been identified as students with a disability. Fifteen students in the primary grades attend resource class. Third and fifth grade students account for the majority of students enrolled as having an identified as having a disability. The sixteen fourth and fifth graders in the program participate in the inclusion model. Our inclusion teacher joins these students in the classroom throughout the day. This teacher also meets with them in small groups as needed. The following graph shows our disabled population by disability.

Current Enrollment



ESOL: The chart includes our population serviced by our ESOL program based on English proficiency assessments in 2015. As of March 18, 2016 our Hispanic enrollment made up 45.3% of our student population (K5 – 5th grade). Sixty-eight Hispanic students are enrolled in the ESOL program based on 2015 WiDA scores.

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

Due to the increase in our Hispanic population, we added another ESOL teacher to help service these students. Currently these teachers serve sixty-eight students enrolled in our ESOL program in 5K through five. The majority of these students are enrolled in kindergarten and first grade, second grade and third grade. There are eight 4th graders and eight 5th graders serviced by ESOL. We serve forty-four Hispanic males (44) and 24 Hispanic female students. Numbers are higher in the primary grades and then decrease substantially by grades four the five. Many of the students in these higher grades are newly enrolled in school in the United States. Often they are paired with another Hispanic student in the classroom as well as participating in small group instruction in the ESOL setting.

To further support students that may potentially be at risk, we attempt to identify them as early as possible and find ways to help increase their achievement in the early school grades. Cherrydale implements two intervention programs, Early Reading Intervention (ERI) and RTI/Soar to Success both of which are endorsed by the school district as intervention programs that have shown successful results. The ERI program is implemented by the 5K Paraprofessionals in the classroom. 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 2nd 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 Literacy Specialist and ELA Curriculum Support teacher 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 above, 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. Students participating in the Single Gender program have experienced success in many areas.

Balanced Literacy is fully implemented in all grades at Cherrydale. New teachers participated in training during the summer and also participate in additional

training throughout this school year. We are a cohort 3 school meaning that we were in the final group to participate in the training provided by the school district. At this time we have identified our Literacy Mentor teachers – one a first grade teacher and one fifth grade teacher. These two teachers will participate in training provided by the school district during the 2016-17 school year.

As part of the implementation of Balanced Literacy program, teachers in grades 1-5 are required to benchmark their students twice during the school year: once in the fall to determine each student's reading level once in the spring to see gauge progress made during the year. Kindergarten teachers benchmark their students in January and again in the spring. Often teachers choose to benchmark their students in January as well especially if there are concerns about achievement. Establishing our collection of guided reading leveled books is an on-going process. Additional books, both literary and informational texts, were purchased this year with plans to purchase more as funds are designated for these purchases. Title 1 funds were used to purchase classroom libraries for the two teachers that will be literacy mentor teachers next year.

The following sections are a brief description of the programs implemented 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. Every Day Calendar Math is implemented in all first grade classes while grades 2-5 had the option to use this program or choose another. 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. Students in grades 4 and 5 participate in the Virtual Science lab each week. Science materials are housed in the science lab and are available 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. 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. 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 following programs are implemented in all classrooms: Fountas and Pinnell Balanced Literacy model, 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.

- Literacy Specialist – This position was established by the South Carolina Department of Education to work with 1st and 2nd 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.
- 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 progress monitored every ten lessons. All first grade students are benchmarked three times during the year: fall, winter and spring. Only the 2nd 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 –Cherrydale Elementary offers 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. It should be noted that participation in this program is completely optional and is available to all students

entering grades 3-5. There are also mixed gender classes on each grade level available as well. 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 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

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 students to *Learn, Dream, 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 SCPASS scores for 4th and 5th 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.

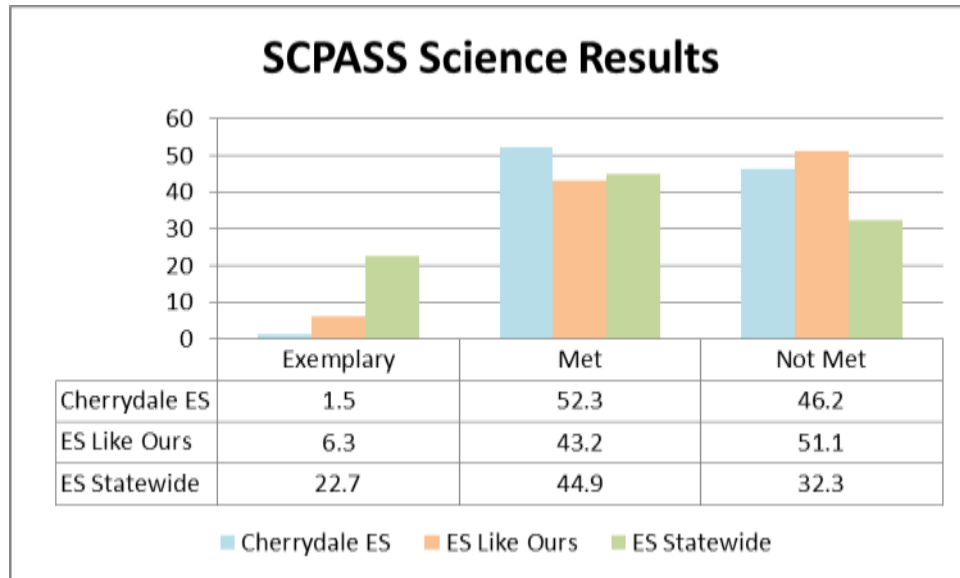
All Cherrydale students in grades 2-5 participate in MAP (Measures of Academic Progress) test. We administer the test three times during the school year. The Greenville County School District requires testing in the fall and spring. We choose to take advantage of the optional winter testing to further 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. The expectation of teachers in grades 2 -5 is to have student results show that at least 50% of the students in the class will meet their target growth goal in both reading and math from the fall to spring of a given school year. The chart below shows MAP results over-time for grades 2-5.

	Fall 2013 to Spring 2014 Target Met		Fall 2014 to Spring 2015 Target Met		Fall 2015 to Spring 2016 Target Met	
	Math	Reading	Math	Reading	Math	Reading
Grade 2	73.3	60.0	42	45	32	42
Grade 3	67.7	50.8	42	37	36	26
Grade 4	71.4	67.2	54	56	31	47
Grade 5	62.3	58.5	54	60	34	58

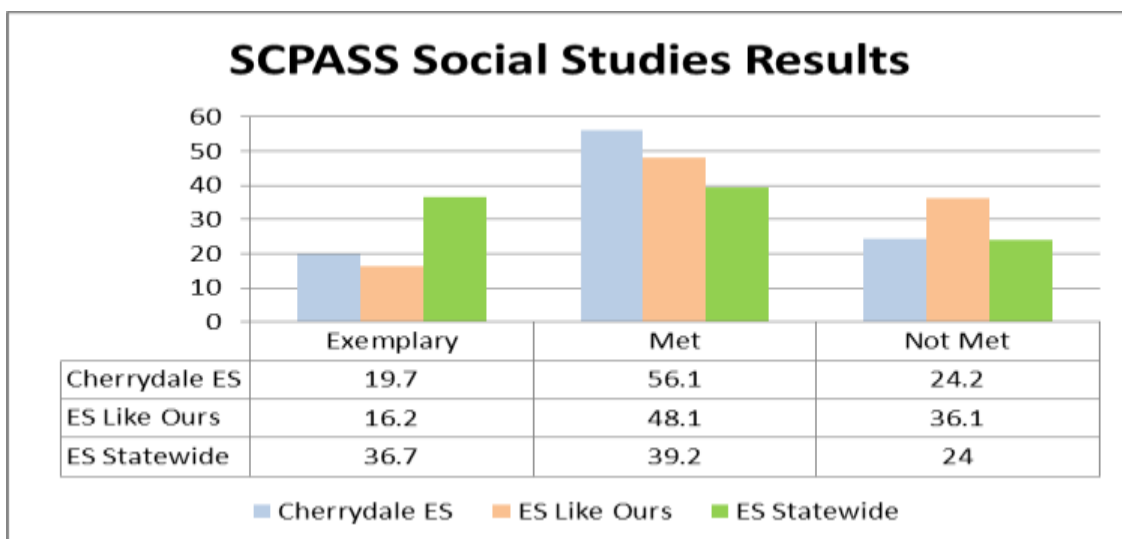
It is difficult to detect a pattern of achievement from year to year. Percentages are high one year and decrease the next year. The percentages of students meeting their MAP target goal decreased in both Math and Reading across all grades in spring 2015. The one exception was among fifth grade students in meeting their Reading target. The decrease in the percentage of all students not meeting their spring MAP target goal was significant. Third grade scores show the smallest percentage of students meeting their target can be found among our third grade students (in 2014-15). From the years presented our strongest performance year overall was 2013-14. Traditionally the percentage of students meeting their goal has been greater in the area of Math, however last year, we see more students meeting their goal in Reading. Spring 2016 results indicate that there was a higher percentage of students in the second, fourth and fifth grade that met their reading goal than met their math goal. While these grades had a higher percentage meeting their goal in this area, it was a lower percentage than those meeting that goal in 2015. The exception is third grade where we see the lowest percentage of students meeting reading goal yet the highest percentage in math. These results are not what we had anticipated. Over the years we have seen a much higher percentage of students meeting their yearly goal in both math and reading.

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

The South Carolina Palmetto Assessment of State Standards (SCPASS) state test includes two subject areas: 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 Prep Friday". Students that will participate in state testing in the spring are given these practice assessments that are modeled after the state assessment. Questions are written using vocabulary from the higher levels (Depth of Knowledge). Teachers review the results to identify areas that need attention throughout the year and may change as the year progresses. We feel that this weekly prep is 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).



The graph shows overall results for Cherrydale’s fourth and fifth grade students compared to those same results among elementary school like our and elementary schools statewide. Cherrydale had the lowest percentage of students scoring exemplary among the groups being compared and the highest percentage scoring Met. Cherrydale was in the middle when compared to the percentage of students scoring Not Met – neither the highest nor the lowest percentage. Looking at the data, students statewide scored Met on SCPASS Science with Cherrydale having the highest percentage of our students scoring Met.



Cherrydale students who participated in testing performed better on Social Studies. We had a higher percentage of students scoring Exemplary (19.7%) than did students at elementary schools like ours (16.2%). However fourth and

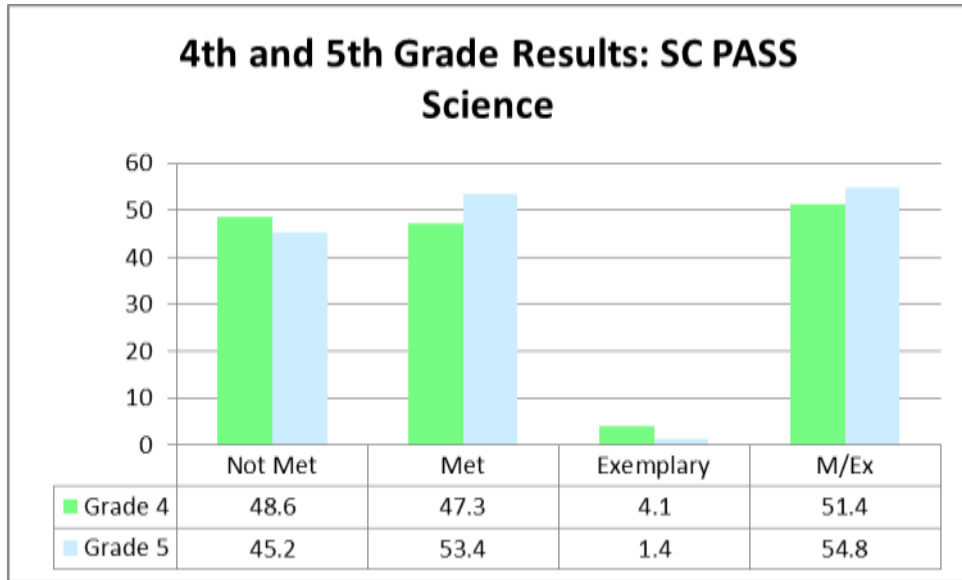
fifth graders statewide had 36.7% students scoring Exemplary. Looking at results across all areas, the majority of students across the state scored Met on the SCPASS Social Studies assessment. Cherrydale had almost the same percentage of students that scored Not Met as students statewide. Results appear to indicate that our results out-performed students in elementary schools like ours.

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

2013 PASS	Science	Social Studies
Not Met	39.3	28.6
Met	53.3	52.9
Exemplary	7.4	18.5
Met/ Exemplary	60.7	71.4
2014 PASS	Science	Social Studies
Not Met	41.5	24.4
Met	50.4	59.1
Exemplary	8.1	16.5
Met/ Exemplary	58.5	75.6
2015 PASS: All 4th and 5th graders	Science	Social Studies
Not Met	46.2	24.2
Met	52.3	56.1
Exemplary	1.5	19.7
Met/ Exemplary	53.8	75.8

It should be noted that 2014-15 Science and Social Studies results are those of fourth and fifth graders. Results from 2012-13 and 2013-14 reflect scores during the years that half of third grade and fifth grade students participated in the Science assessment while the other half participated in the Social Studies assessment. Fourth graders across all years participated in both Science and Social Studies. Students' Science scores in the Not Met category have increased over the years while scores in the Exemplary category have decreased. During the 2014-15 school year, GCSD provided equipment and materials to be used in all Title 1 schools to participate in Virtual Science classes once a week. The expectation was (and is) that classes would attend with fidelity to help these students perform better on state assessments which have not been strong over the years. This program is in place this year and Cherrydale students do attend and participate on a regular basis.

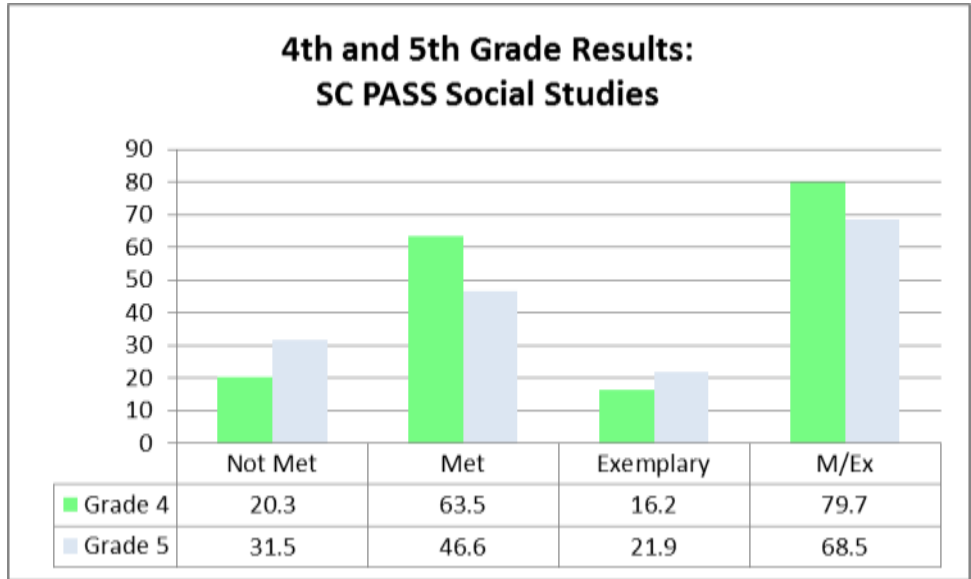
The following graph shows the percentage of fourth and fifth grade scores for SCPASS – Science.



Neither grade level saw adequate results in the percent of students scoring Exemplary. Based on these percentages it would appear that only one – two students scored Exemplary on SCPASS Science in either grade. Most of the fourth grade students that took the test scored Not Met (48.6%) with only a few students less scoring Met (47.3%). About Fifty-three percent of 5th grade students taking the test scored Met while 45.2% scored Not Met. When looking at grade level standards it appears that Weather was an area of weakness while Properties of Light and Electricity is an area of relative strength. Looking at fifth grade standards, those related to Properties of Matter indicate an area of weakness while Ecosystems: Terrestrial & Aquatic seem especially strong.

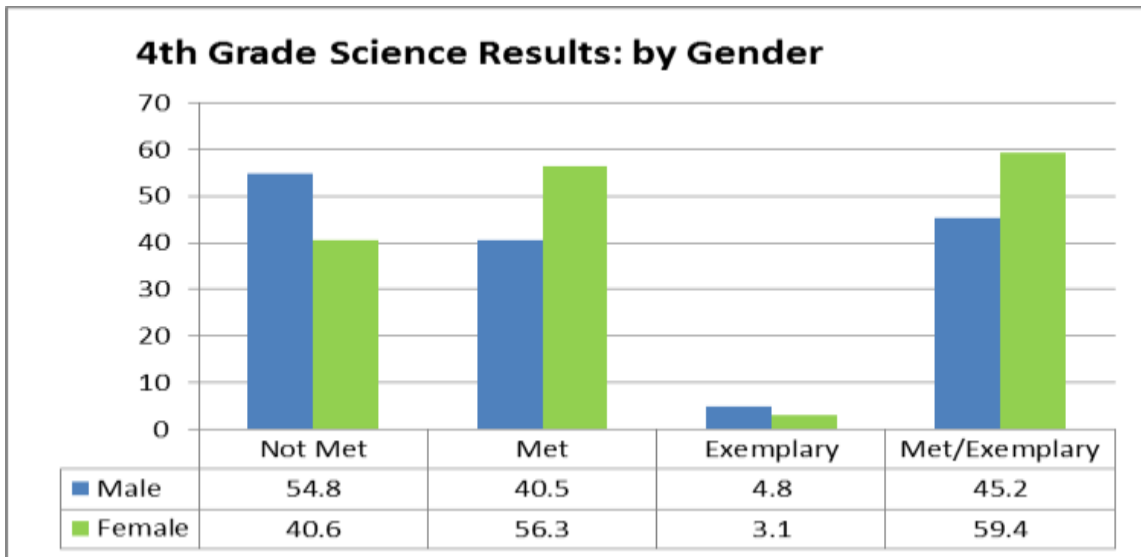
The following graph shows 2015 results from fourth and fifth grade SC PASS Social Studies. These results show that there were a higher percentage of students scoring in the Met area as opposed to Not Met. The percent of students scoring Exemplary were in the mid-teens (16.2%) for fourth grade and low 20's (21.9%) for fifth grade. Almost 80% of fourth graders had scores in the combined Met and Exemplary category. Due to a higher percentage of 5th grade scores being in the Not Met category, the combined percentages of Met and Exemplary were not as high as those among 4th graders. Areas of strength among fourth graders were the Colonial Conflict and Westward Expansion. Areas of weakness for this grade were Exploration and Settlement. Interestingly, these units were the first ones taught at the beginning of the school year. Perhaps a spiral review for these students would have been beneficial. Assessment items based on US as a World Power were an area of strength for fifth grade students.

Reconstruction appeared to be an area of weakness for this grade level. As we saw with fourth grade results, these standards were the first ones taught at the beginning of the 2014-15 school year. Perhaps a spiral review before testing would be of benefit for our students prior to state testing.

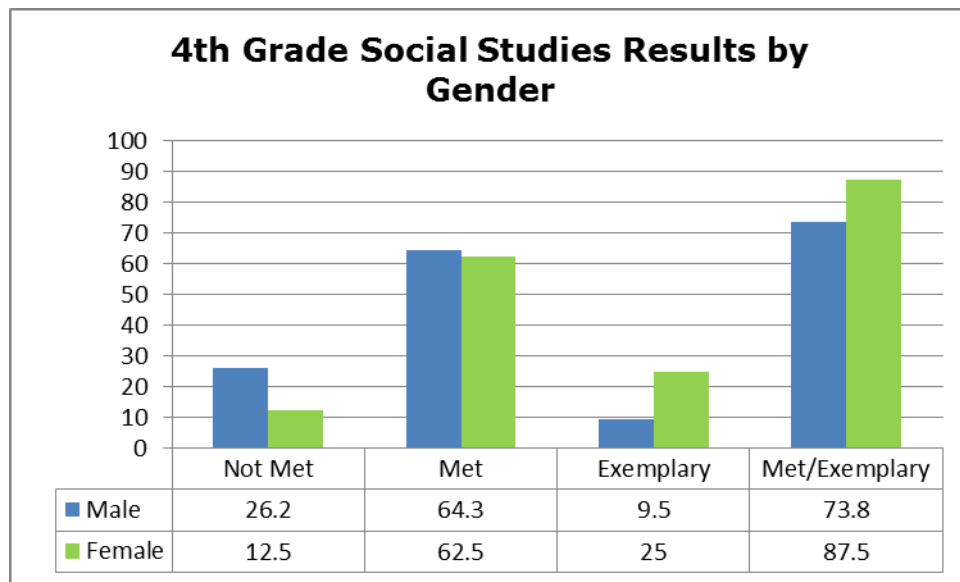


The following table shows SCPASS results for Science and Social Studies 4 – 5. SCPASS was introduced as the state assessment in the areas of Science and Social Studies. Third grade students did not participate in the test and all fourth (74 students total) and fifth graders (73 students total) took both the Science and Social Studies test. The information presented below will show results for both grade levels.

Fourth Grade SCPASS Science and Social Studies Results

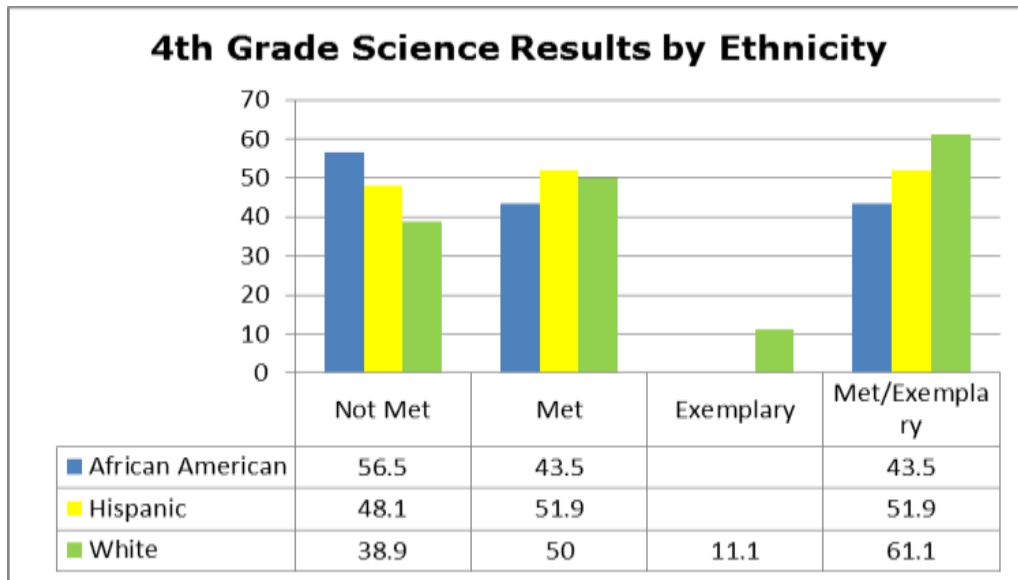


Science results for both groups show that our students did not perform especially well. The majority of male students scored Not Met (54.8%) in Science while 40.5 percent scored Met. Combining the Met and Exemplary categories only 45.2 of fourth grade male students scored in these higher categories. Fifty-six percent of female students in the fourth grade scored Met with 3.1 percent scoring Exemplary. A little more than fifty-nine percent of female fourth graders scored Met and/or Exemplary.



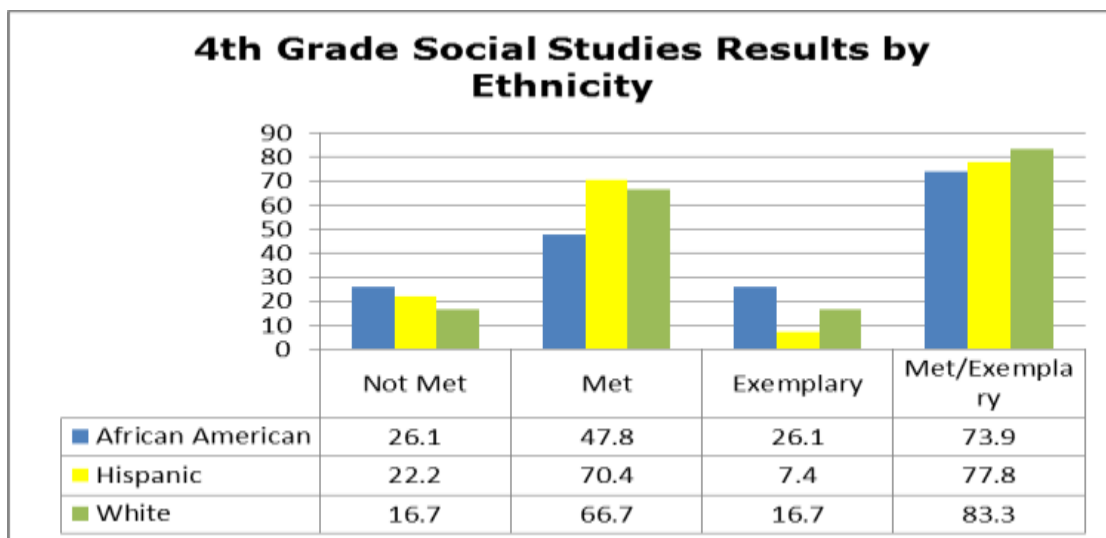
Forty-two male students and thirty-two female students participated in 4th grade Science testing. The majority of students in both the groups scored in the Met category. More female students scored Exemplary. When combining these two categories we see that 73.8% of males and 87.5% of female students did well. Female students performed better than male students.

Twenty-seven Hispanic students, twenty-three African American students and eighteen White students participated in the Science assessment. No Hispanic or African American students scored Exemplary; just over eleven percent of White students scored Met. The lowest percent of students scoring Not Met was among White 4th grade students. This group also had the highest percentage of students scoring in the two higher categories. Our African American students did not perform as well as their peers on the SCPASS Science assessment.



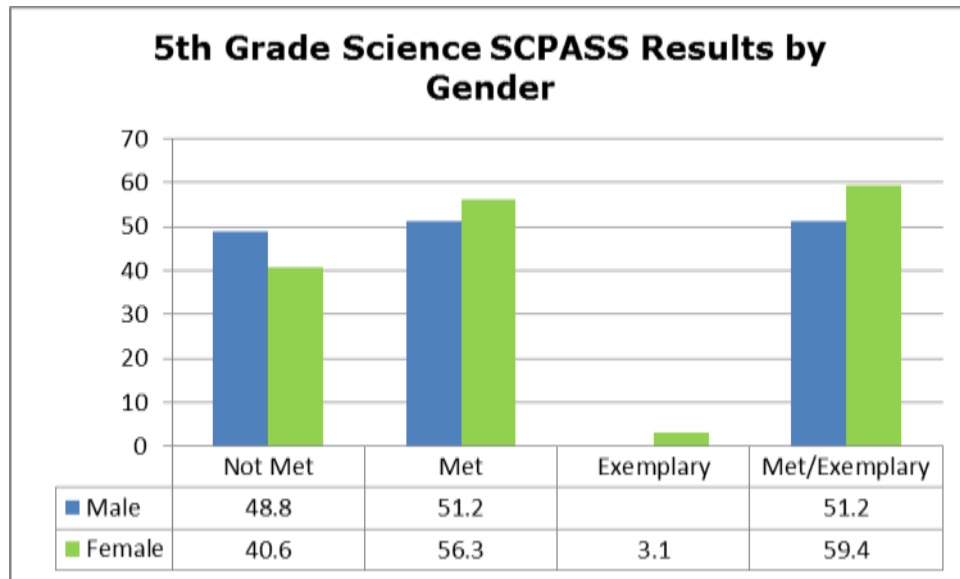
All of our disabled 4th grade students (12 students) scored Not Met. Sixty –two students made up our Not Disabled students taking the test. Fifty-six percent of these students scored Met, while 38.7% scored Not Met. All of the Hispanic students in fourth grade were also Limited English Proficiency (LEP) students.

The following graph shows SCPASS Social Studies results for fourth grade by Ethnicity. When looking at the results from the ethnicities represented, the majority of the scores from each group were in the Met category. All groups performed at higher levels in Social Studies than in Science. Seventy percent of our Hispanic students scored Met as did 47.8% of African American students and 66.7% of White students. Our twelve disabled students scored Met. These results were at a higher level of achievement than those in Science.

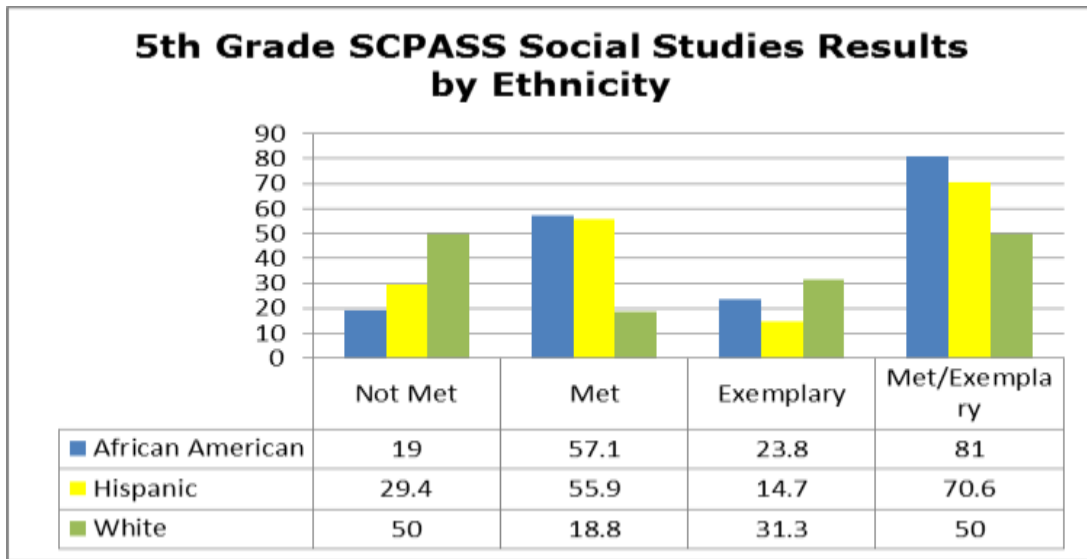


Fifth Grade SCPASS Science and Social Studies Results

Science results on the SCPASS assessment among 5th graders were similar to those from our 4th grade students. The majority of the scores fell in the Met category for both males and females. There were no male students that scored Exemplary however only 1-2 females scored in this category either. More male students scored Not Met than did female students. Science appears to be an area of weakness among both fourth and fifth graders.



Looking at results by ethnicity we see that African American students outperformed their peers on this assessment with 81% scoring in the Met and/or Exemplary categories. This group of students showed 57.1% scoring Met. This group also had the lowest number of scores in the Not Met category. Fifty percent of scores among our White students were in the Not Met category, however 31.3% scored Exemplary on SCPASS Social Studies. Almost fifty-six percent (55.9%) of our Hispanic students scored Met with 29.4% scoring Not Met. The majority of these students are also identified as LEP students (31 out of 34 Hispanic students). Only 35.7% of Non-LEP students scored Not Met.

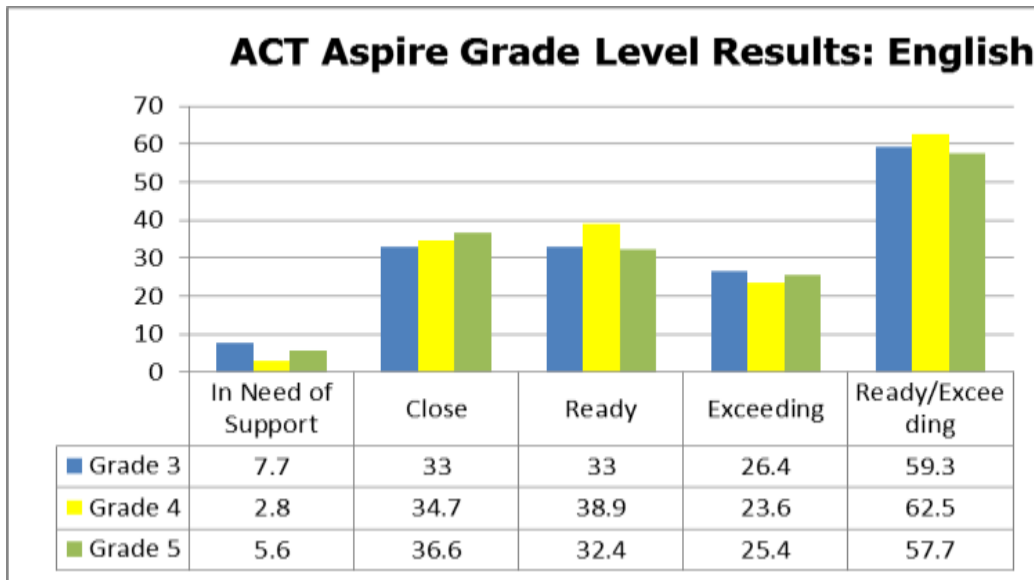


ACT Aspire Results: English, Writing, Reading and Math

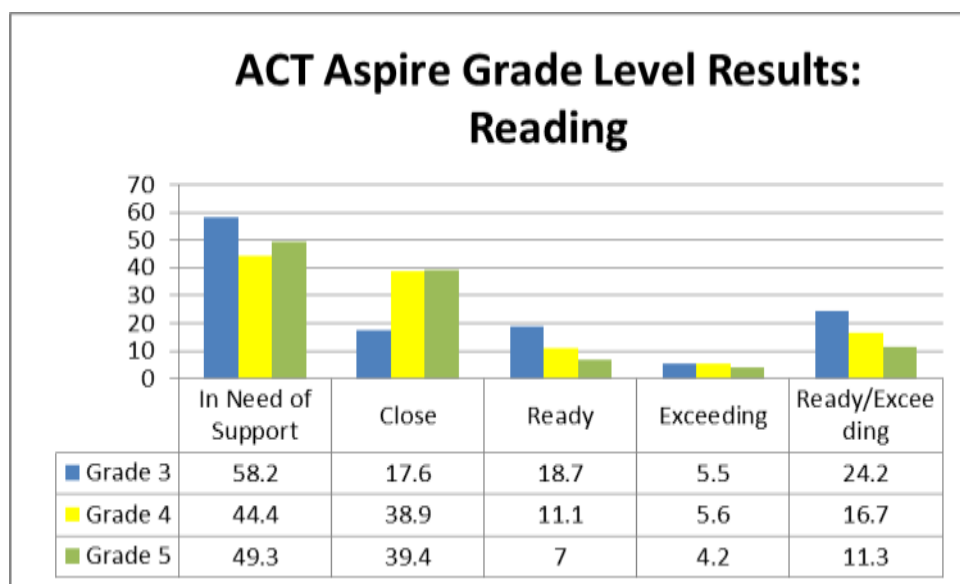
ACT Aspire was introduced as the instrument that would be used to measure academic achievement in grades three-five in all elementary schools in the School District of Greenville County for the 2014-15 school year. Scores from this test fell into four performance levels: In Need of Support, Close, Ready, and Exceeding. These Readiness Levels were based on student scale scores. The following information indicates student performance as determined by ACT Aspire criteria. Ninety-one third graders, seventy-three fourth graders, and seventy-one fifth graders participated in ACT Aspire testing. Each grade level had 1-2 students that did not participate in ELA tests due to the entry date into the United States.

The areas assessed on ACT Aspire were English, Math, Reading and Writing. Students were given a specific amount of time to complete each part. Writing and Reading were assessed on the same day; Math was completed the second day of testing. From these assessments student received scores in each area listed above. A composite English score was given that was determined from the English, Reading and Writing tests. Those scores will be presented as well.

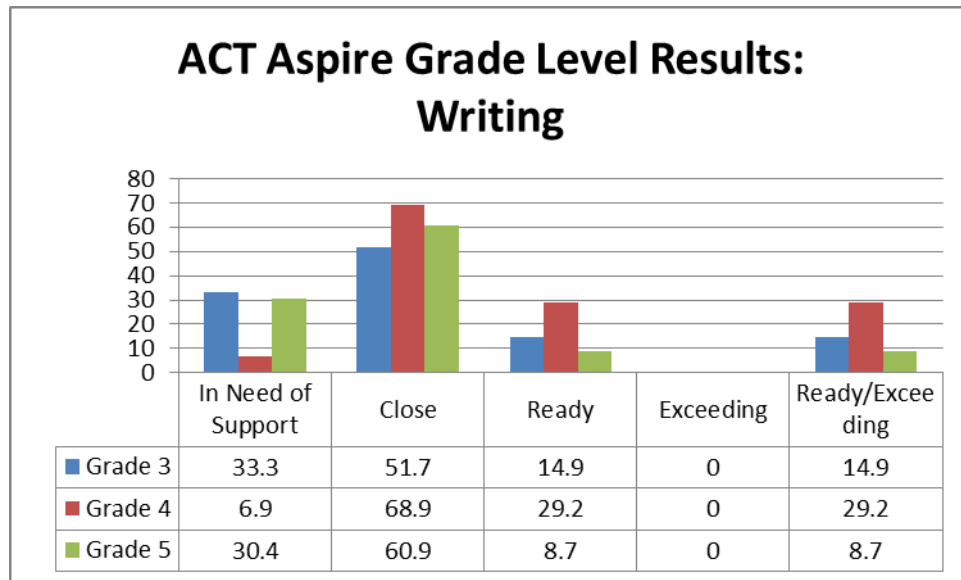
English: The following graph shows English results from grades 3, 4, and 5. The percentage of students In Need of Support were quite low for each grade level, however the percentage of student scores in the Close category ranged from 33% to 36.6%. Fourth graders had the highest percentage of students scoring Ready. Each grade level had percentages in the low to mid-twenty range of students whose scores fell in the Exceeding category meaning these students' scores were at or above the high cut score.



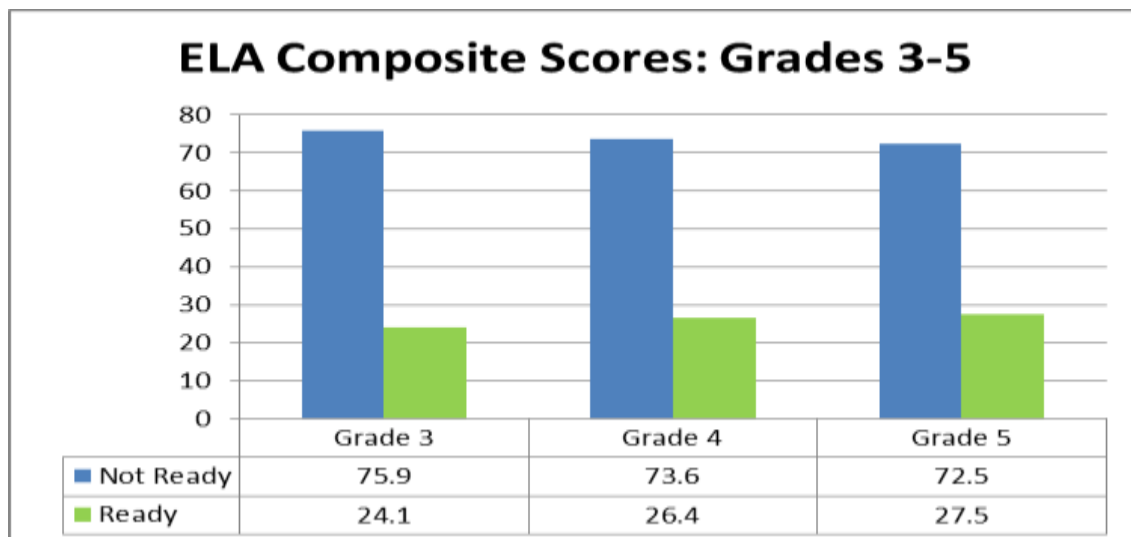
Reading: These scores were not where we would want them to be. The majority of all scores from the three grades tested fell in the In Need of Support range. Third grade showed the highest percentage of scores in this category with 58.2 percent. Fifth grade had close to 50% (49.3%) of the grade level scoring In Need of Support. Students in the fourth and fifth grade had percentages in the high 30 percent scoring Close. Only 17.6% of 3rd graders scored in the Close category. Each grade level did have students scoring Ready with third grade leading the way with 18.7%. All grader also had some scores in the Exceeding range. Needless to say, our students did not perform well on this subtest. We have much work to be done to increase achievement in this area. We know that our students struggle in this area, but these scores make it clear that this is an area of purposeful focus.



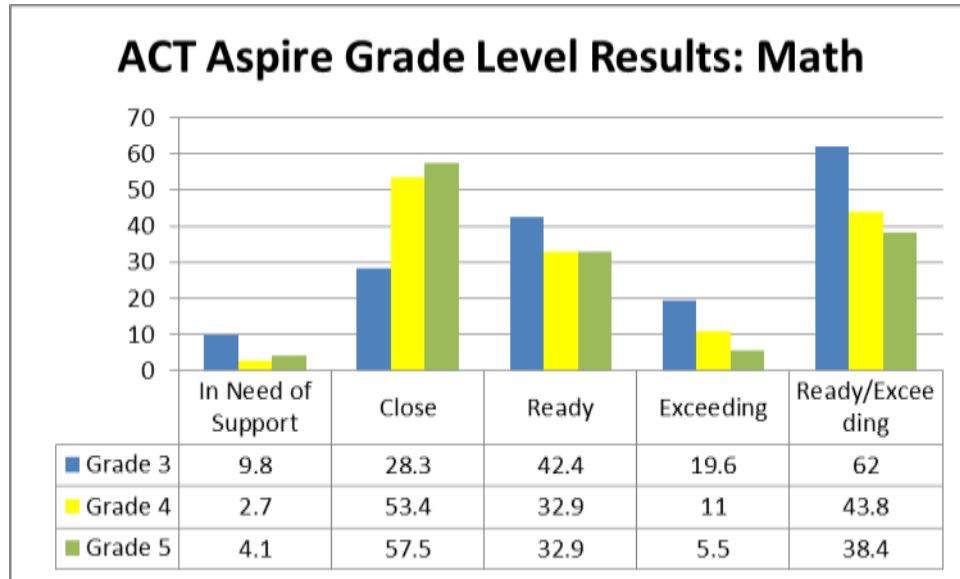
Writing: Scores from this assessment were similar to those we saw in Reading. However there were no scores from any of the three grades that fell in the Exceeding category. Third grade scores showed scores of 33.3% in the In Need of Support and 51.7% in the Close category. Just fewer than 15% of Cherrydale's 3rd graders scored Ready. Fourth graders had more students score Ready as well as having the highest percentage of scores in the Close category with 68.9%. Fifth grade scores were mainly in the Close category with 60.9%. The highest percentage of students scoring that were categorized as Exceeding was those of our 4th graders.



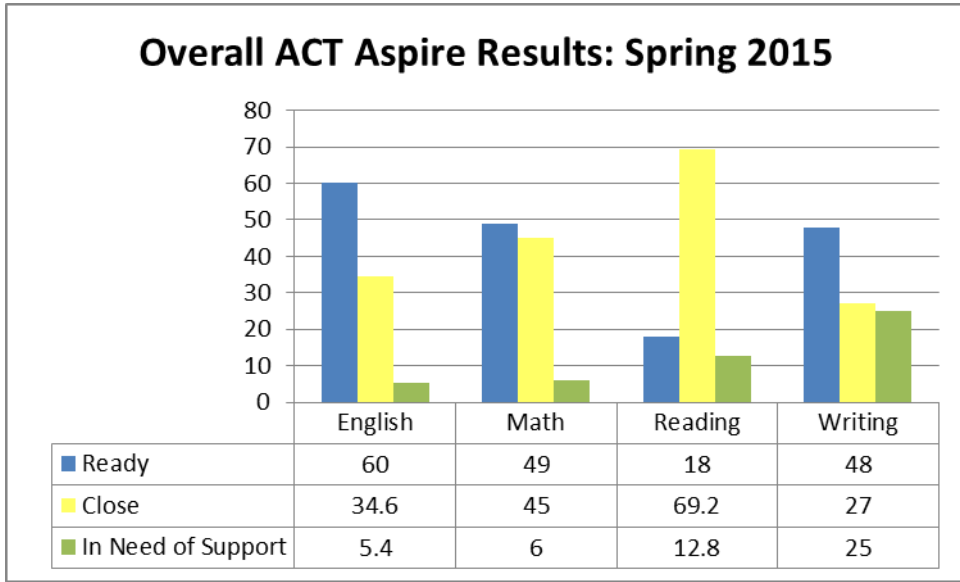
ELA Composite Scores - English, Reading, and Writing: These scores were reported as simply Not Ready and Ready. Scores from the three areas listed above were used to calculate these scoring categories. Almost seventy-five percent of all students in grades three, four and five scored Not Ready.



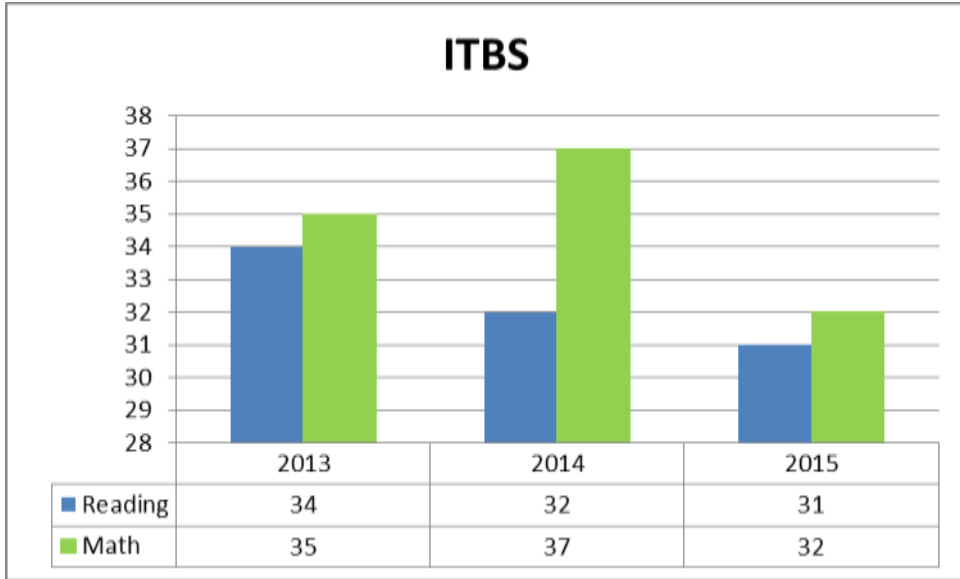
Math: Scores from this assessment show higher achievement in this area among our third, fourth and fifth graders. Groups of students from each grade level had scores in the Exceeding category, although only 5.5% from fifth grade. Low percentages of students on each grade level scored In Need of Support. Fourth and fifth grade had percentages in the 50% range scoring Close. Third grade had the highest percentage of scores in the Ready category.



Summary: According to results from ACT Aspire we have work to be done. It is somewhat difficult to determine how our students performed because the actual low and high cut scores are not known. With that said, it is unknown how close our students' scores were to moving from In Need of Support to Close and Close to Ready and Ready to Exceeding. Still scores in the ELA assessments tell us that this is an area of weakness. We work very hard to prepare our students for higher achievement on state tests, but there is more work to be done. We have many students in the tested grades that struggle to read grade level material. We also worked diligently to provide practice for our students to complete a state assessment in a limited time period when they (4th and 5th graders) were accustomed to taking as much time as they needed. We have to become more adept in the components of Balanced Literacy which is our delivery system for literacy instruction. Although we have had training in each component, we are only in our third year of full implementation. While Math results were at higher levels, we have work to do there as well. Our students are weak in the area of applying what they know to situations that require them to think through a problem and solve it correctly. Once again reading plays a part in these items as well. Although we have much to, our teachers are determined to work to make sure all students learn, believe and achieve.



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



A new version of this test was administered in the fall of 2014 which did not include a score for Math Problems. For this reason only Reading Concepts and Math Concepts are presented. Reading Concepts results have varied over the years shown. Our percentile rank in 2013 was at the 34th percentile in Reading Concepts. We have seen scores in this area decrease to the 31st percentile 2015. The percentile for Math Concepts increased from the 35th percentile on the Fall

2013 administration to the 37th percentile in the Fall of 2014 administration. As with Reading Concepts score we also saw a decrease in the percentile rank to the 32nd in 2015. We seem to have a difficult time increasing our percentile rank in the both areas and maintain an increase when they occur. Our teachers continue to do a good job of taking students where they are and increasing their achievement, however we continue to struggle to maintain any increase we may see over-time to keep pace with the district percentile targets.

School Climate

The following survey results as reported on the Cherrydale’s School Report card for the 2013, 2014 and 2015 school years.

	Teachers			Students			Parents		
	2013 (34)	2014 (38)	2015 (30)	2013 (55)	2014 (61)	2015 (70)	2013 (29)	2014 (47)	2015 (50)
Number of Responses to survey									
1. Percent satisfied with learning environment	79.4	94.8	70.0	76.3	96.8	99.0	82.8	87.3	90.0
2. Percent satisfied with social and physical environment	85.3	94.9	69.0	85.7	95.0	86.0	77.4	81.8	92.0
3. Percent satisfied with home-school relationships	82.4	87.2	70.0	85.7	91.8	96.0	74.2	71.1	90.0

The number of responses from each group has fluctuated over the years shown. The number of teachers responding to the survey was the lowest in 2015 as were the degree of satisfaction reflected in the answers to the questions. This number indicates that only about one half of our faculty and staff members responded to the survey. There were issues that came about during the school year that may have contributed to teachers responding as they did. However increases were higher across all areas when looking at student and parent satisfaction. Also these two groups had more respondents to the surveys in 2015. With the high percentage of satisfaction reflected in all three questions, parents seemed to be very pleased with things that are taking place at Cherrydale Elementary.

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. Cherrydale Elementary often schedules days in during the summer for teachers to meet together as grade level teams and as a staff to provide the opportunity to start preparations for the coming school year. The focus for these days is determined by the building principal depending on our goals for the coming year as well as suggestions and requests made by our faculty/staff. District –sponsored offerings: The Upstate Technology Conference and Summer Academy will take place in July 2016. 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.

2015-16 Professional Development Calendar

Date	Topic	Presenter	Time
September 2	Student Learning Objectives: PAS-T	Anne Alewine/IC	3:00-4:30
September 9	Note-booking in Social Studies	<i>Tami Finley</i>	3:00-4:00
September 16	Science ebooks	<i>Chris Burras</i>	3:00-4:00
September 23	Faculty Counsel	Mrs. Johnson	3:00-4:00
September 30	TBD		3:00-4:00
October 7	All School Planning	Grade levels	3:00-4:00
October 14	Faculty Meeting	Mrs. Johnson	3:00-4:00
October 21	Professional Development		3:00-4:00
October 28	Faculty Counsel	Mrs. Johnson	3:00-4:00
November 3	All School Planning	Grade levels	3:00-4:00
November 10	Faculty Meeting	Mrs. Johnson	3:00-4:00
November 11	Math Walk-through Google Drive – Session 1	<i>Erica Lewis</i> <i>Avis Canty</i>	8:15-2:15
November 17	Professional Development		3:00-4:00
November 18	Google Drive: Session 2	<i>Avis Canty</i>	8:15-2:15
December 2	Google Forms All School Planning	<i>Avis Canty</i> Grade levels	8:15-2:15 3:00-4:00
December 9	Faculty Meeting	Mrs. Johnson	3:00-4:00
December 16	Google Drive and Google Forms: Follow-up	<i>Avis Canty</i>	8:15-2:15
January 6	All School Planning	Grade levels	3:00-4:00
January 13	VSL follow-up (4 th and 5 th)	<i>Time Van Heule</i>	9:00-10:45

	grade) Faculty Meeting	Mrs. Johnson	3:00-4:00
January 19	Math Walk through observations	<i>Erica Lewis</i>	3:00-4:00
January 20	Google Drive and Google Forms: Follow-up	<i>Avis Canty</i>	8:15-2:15
January 26	Math: Unpacking Math Units	<i>Erica Lewis</i>	8:15-2:15
January 27	Faculty Counsel	Mrs. Johnson	3:00-4:00
February 3	All School Planning	Grade levels	3:00-4:00
February 10	Faculty Meeting	Mrs. Johnson	3:00-4:00
February 17	Special Education Services Review	Mrs. Johnson	3:00-4:00
February 24	Faculty Counsel	Mrs. Johnson	3:00-4:00
March 2	All School Planning	Grade levels	3:00-4:00
March 9	Faculty Meeting		3:00-4:00
March 16	Vocabulary Strategies for ELL	Mrs. Simpson. Mr. Thompson. Mrs. Carter, Miss Welkner, Ms. Sawyer	3:00-4:00
March 23	Faculty Counsel	Mrs. Johnson	3:00-4:00
April 6	All School Planning	Grade levels	3:00-4:00
April 13	Faculty Meeting	Mrs. Johnson	3:00-4:00
April 20	Professional Development		3:00-4:00
April 27	Faculty Counsel	Mrs. Johnson	3:00-4:00
May 4	All School Planning	Grade levels	3:00-4:00
May 11	Faculty Meeting	Mrs. Johnson	3:00-4:00
May 18	Professional Development		3:00-4:00
May 25	Faculty Counsel	Mrs. Johnson	3:00-4:00

- 1st Wednesday: All-School Planning
- 2nd Wednesday: Faculty Meeting
- 3rd Wednesday: Professional Development
- 4th Wednesday: Faculty Counsel Meeting
- 5th Wednesday: TBD
- Professional Development may be led by school support staff, district support staff or Cherrydale teachers:
 - ▶ Instructional Technology – Tim Van Heule and Jessica Austin - Virtual Science Lab support and virtual field trips
 - ▶ Instructional Technology Support – Avis Canty-Duck - Conducts weekly meetings with grade levels to provide support with new devices and applications’

- ▶ ELA Instructional Support – Jack Awtrey – Balanced Literacy
- ▶ Math Instructional Support – Erica Lewis - in/out coaching and observations with ICs and unpacking math standards
- ▶ Social Studies – Tami Finley– professional development with teachers - Notebooking
- ▶ Science- Chris Burras – professional development with teachers – Science eBooks, Reorganizing science lab materials

The school calendar for the 2016-17 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. The 2016-17 Professional development follows.

- **July 12-13: Upstate Technology Conference**
- **July 18 – 21 and July 25 – 28: Summer Academy**
- **Cherrydale Leadership Team – TBD**

Date	Meeting	Facilitator(s)	Time
August 24	Faculty Counsel	Administration	3:00-4:00
August 31	All School Planning	Admin/Support Staff	3:00-4:00
September 7	Faculty Meeting	Administration	3:00-4:00
September 14	Professional Development: A-Team Referral Process	Administration K. Black A. Alewine	3:00-4:00
September 21	Faculty Counsel	Administration	3:00-4:00
September 28	All School Planning	Admin/Support Staff	3:00-4:00
October 5	Faculty Meeting	Administration	3:00-4:00
October 12	Professional Development: Classroom/Behavior Management	Administration Discipline Com.	3:00-4:00
October 19	Faculty Counsel	Administration	3:00-4:00
October 26	All School Planning	Admin/Support Staff	3:00-4:00
November 2	Faculty Meeting	Administration	3:00-4:00
November 9	Professional Development: ELA: Balanced Literacy	Administration Literacy Team	3:00-4:00
November 16	Faculty Counsel	Administration	3:00-4:00
November 30	All School Planning	Admin/Support Staff	3:00-4:00
December 7	Faculty Meeting	Administration	3:00-4:00
December 14	Professional Development: ELA - Teaching Writing	Administration Literacy Team	3:00-4:00
January 4	Faculty Counsel	Administration	3:00-4:00
January 11	All School Planning	Admin/Support Staff	3:00-4:00
January 18	Faculty Meeting	Administration	3:00-4:00

January 25	Professional Development: ELL students and the classroom	ESOL teachers	3:00-4:00
February 1	Faculty Counsel	Administration	3:00-4:00
February 8	All School Planning	Admin/Support Staff	3:00-4:00
February 15	Faculty Meeting	Administration	3:00-4:00
February 22	Professional Development: Meeting IEP Expectations in the Classroom	Administration Special Ed. teachers	3:00-4:00
March 1	Faculty Counsel	Administration	3:00-4:00
March 8	All School Planning	Admin/Support Staff	3:00-4:00
March 15	Faculty Meeting	Administration	3:00-4:00
March 22	Professional Development: Promethean Tips and Tricks	Administration Technology Team	3:00-4:00
March 29	Faculty Counsel	Administration	3:00-4:00
April 6	All School Planning	Admin/Support Staff	3:00-4:00
April 13	Faculty Meeting	Administration	3:00-4:00
April 20	Professional Development: What's New in the Software Department?	Various staff	3:00-4:00
April 27	Faculty Counsel	Administration	3:00-4:00
May 3	All School Planning	Admin/Support Staff	3:00-4:00
May 10	Faculty Meeting	Administration	3:00-4:00
May 17	Professional Development: Google Classrooms	Administration Technology Team	3:00-4:00
May 24	Faculty Counsel	Administration	3:00-4:00
May 31	All School Planning	Admin/Support Staff	3:00-4:00

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.

SC READY 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 SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by SC Ready.

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

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

Baseline data to be established in 2015-16.

SC READY 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 SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by SC READY.

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

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

Baseline data to be established in 2015-16.

SC READY 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 SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

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

Baseline data to be established in 2015-16.

SC READY % 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 SC READY.

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

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

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance	93.5			
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			

American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

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

SC SDE did not provide baseline data for 2014-15.

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

SC SDE did not provide baseline data for 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
	95.0	95.0	95.0	95.0
	*			
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	53.8%			
District Projected	X			
District Actual	72.9			

*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): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	67.6%			
District Projected	X			
District Actual	81.2			

*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 50th 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 50th 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
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile	62 nd percentile		

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile	51 st percentile		

Fall 2014 students began taking a new form of the ITBS

Strategies/Actions

Goal 1 – Increase Student Achievement

Strategy Activity	Timeline	Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Effectiveness of Strategy
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. 2016-May '17	Administration Instructional Coaches	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. 2016-May '17	Administration Instructional Coaches	None	N/A	Professional Development calendar	Highly Effective Continue as is
3. Continued school-wide implementation of Fountas and Pinnell/Balanced Literacy model.	Sept. 2016-May '17	Instructional Coaches Classroom teachers	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. 2016-May '17	Instructional Coach 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. 2016-May '17	Instructional Coaches 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 1 st and 2 nd grade classes for early intervention services	Sept. 2016-May '17	Administration Literacy Specialist	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. 2016-May '17	Principal ESOL Teachers	Teacher salary	District	Classroom rosters	Highly Effective Continue as is
8. Utilize Compass Odyssey Learning to increase student achievement	Sept. 2016-May '17	Administration Computer Lab teacher	Salary \$65,977.00	Title 1	Compass Reports MAP scores and reports Lesson plans	Highly Effective Continue as is
9. Continued use of MOCK PASS writing assessment Teachers in grades 2-5	January 2017 February 2017	Administration Classroom teachers Instructional coaches	N/A	N/A	Analysis of writing prompt results	Highly Effective Continue as is
10. Small group instruction with identified students to improve ELA skills	Sept. 2016-May '17	Retired educator	\$18,000.00	Title 1	Improved results in ELA/Writing related skills Time Sheets	Highly Effective Continue as is
15. Provide a second Instructional Coach for the intermediate grades	Sept. 2016-May '17	Principal	\$72,322.00	Title 1	Documentation Schedule for classroom lessons and meetings with teachers	Highly Effective Continue as is
16. MAP results will be analyzed to identify areas if weakness in Math	Sept. 2016-May '17	Administration Classroom teachers Instructional coaches	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. 2016-May '17	Retired educator	\$18,000.00	Title 1	Increased student achievement on math assessments	Highly Effective Continue as is
18. Utilize technology to increase student achievement through CompassOdyssey	Sept. 2016-May '17	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. 2016-May '17	Principal Computer Lab teacher	N/A	N/A	CompassOdyssey reports	Moderately Effective, will continue
20. Continued Implementation of ERI in 5K	Sept. 2016-May '17	Principal RTI coordinator 5k para-professionals	N/A	N/A	Observation of groups AIMWeb reports	Highly Effective Continue as is

Goal 2: Teacher Administrator Quality

<u>Strategy/Action</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Cost</u>	<u>Funding Source</u>	<u>Indicators/ Implementation</u>	<u>Effectiveness of Strategy</u>
1 Ensure that all teachers meet "highly qualified" criteria.	Sept. 2016 May '17	Administration Instructional Coaches	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. 2016 May '17	Administration Instructional Coaches	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. 2016 May '17	Administration Instructional Coaches	N/A	N/A	Documentation of contact with teachers regarding requirements as needed	Highly Effective Continue as is
4. Share accurate and updated information regarding state expectations and requirements related to teacher technology proficiency	Sept. 2016 May '17	Administration Instructional Coaches	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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.3	97	97.0	95.8			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

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 97.5% in 2012 to 98% 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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	97.6	97.7	97.8	97.9	98.0
School Actual	97.5%	82.8%	87.3%	90%			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

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 2012 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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	78.3	80.3	82.3	84.3	86.3
School Actual	100%	76.3%	96.8%	99.0			
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)			

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 2012 to 81.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	79.9	80.4	80.9	81.4	81.9
School Actual	93.3	79.4	94.8	70.0			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

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 2012 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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	79.4	81.4	83.4	85.4	87.4
School Actual	93.5	77.4	81.8	92.0			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7			

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 2012 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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	86.7	87.7	88.7.0	89.7	90.7
School Actual	100	85.7	95.0	86.0			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

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 85.3% in 2012 to 90.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1% 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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	86.3	87.3	88.3	89.3	90.3
School Actual	100	85.3	94.9	69.0			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

GOAL 3: School Climate

<u>Strategy</u> Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators Of Implementation</u>	<u>Effectiveness of Strategy</u>
1. Weekly newsletters will continue to be sent home every Monday informing students and families of school activities	Sept.'16-May '17	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.'16-May '17	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.'16-May '17	Principal Title 1 facilitator Guidance Counselor	\$9,000.00	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.'16-May '17	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.'16-May '17	Principal Computer Lab teacher Classroom teachers	\$6,188.00	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.'16-May '17	Title 1 Facilitator Classroom teachers	\$2,206.00	District Title 1	Copies of signed Compacts, classroom newsletters, mast mailing list Postage receipts	Highly Effective Continue as is
7. Parent Involvement Coordinator working in conjunction with teachers and Title 1 facilitator to increase parent involvement	Sept.'16-May '17	Administration Title 1 Facilitator	\$43,280.00	Title 1	Documentation of parent contacts and other communication with parents	Highly Effective Continue as is

2014-15 School Report Card
Click the link below to access the documents
listed above:

2014-15 School Report Card:

[http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301114.
pdf](http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301114.pdf)