

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 31, 2017

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Introduction

Introduction

The self-study (Strategic Plan) begins as soon as state testing 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 process regarding their students. They look at their students' results on both MAP and SC Ready 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 as well as uploading the document on the school's website.

School Portfolio Team members, roles, and committees:

School Profile:

Debra Johnson
Dr. Sherolyn Simmons
Betsy Poole
Thaya Posley
Dr. Colleen Chavous
Anne Alewine

Kimberly Black
Veronica Carter

Teacher Quality Needs:

Debra Johnson
Jordan O'Toole
Dr. Sherolyn Simmons
Kimberly Black

Student Achievement:

Cameron Brice
Jami Christian
Lynn Butler
Steven Thompson
Shamika Anderson
Vanessa Anderson
Steven Thompson
Carmen Biosca-Baker
Grace Eskew

School Climate Needs:

Vanessa Anderson
Kimberly Black
Veronica Carter
Debra Johnson
Jordan O'Toole
Dr. Sherolyn Simmons

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 – Pamela Ferguson
Jeanette Bruton- Brittany Small
Marie Cooper* – Leah Payne
Melanie Darnell – Jennifer Hill
Kendra Simpson – Juanita
Addison

Gr. 1: Terrell Brown
Alona Chastain
Abrianna Furr
Sabrina Garrison
Brienna Jones
Angela Walker*

Gr. 2: Shamika Anderson
Cameron Brice *
Karisma Cruell
Saundra Hammond
Samantha Massey
Candi Titus
Stephanie White

Gr. 3: Jami Christian*
Cheryl Berry (long-term sub)
Emily Juan
Danielle Fox
Brittany Smith
Lindsey Welkner

Gr. 4: Vanessa Anderson
Lynn Butler*
Rashmi Janakiraman
Lori McAlister/Nina Hendrix

Gr. 5: Richard Jones
Betty Row
Steven Thompson*
Stephanie White

Special Education
Dr. Colleen Chavous*
Tinyka Reese
Speech: Melanie Wall
ESOL: Carmen Biosca-Baker*
Suzanne Brevetta
Donna Confere
Grace Eskew

Gifted/Talented: Cynthia Gibbs

Related Arts: Kate Bear
Stephanie Whittenberg
Sunny Klim
Media Specialist: Michele Gregg
Computer Lab teacher: Julie
Copeland

Literacy Specialist/ELA Coach:
Veronica Carter
Reading Interventionists: Anne
Alewine
Angela Bailey
Orrie Edwards
Behavior Interventionist: Cazzandra
Sawyer
Hispanic Parent Coordinator: Maria
Gill
Title 1 Facilitator: Dr. Sherolyn
Simmons

Title 1 Social Worker: Frieda Woods
School Nurse: Erica Small
Greenville Mental Health Counselor:
Brittany Murphy

School Psychologist: Audrey
Tucholski

Guidance Counselor: Thaya Posley
Instructional Coach: Kimberly Black
Assistant Principal: Jordan O'Toole
Principal: Debra R. Johnson

* Grade level chairperson

Executive Summary

Executive Summary

Cherrydale Elementary School is located in northwest Greenville, South Carolina. It began formal operations during the 2004-05 school year. Cherrydale Elementary School was formed after Cone Primary and Sans Souci Intermediate schools were consolidated into one school in March 2003.

Cherrydale Elementary School is a two-story structure that has a current student population of 655 students. Our student enrollment has changed in terms of cultural diversity, and our faculty and staff have grown to accommodate our changing population. As we have grown, our student population has become more diverse regarding both ethnicity and socio-economic status. Currently, the student enrollment is composed of 46.7% Hispanic, 13.6% Caucasian, 35.1% African-American, and 4.5% other ethnic backgrounds. Additionally, Cherrydale Elementary School has a universal free breakfast and lunch program.

We are focused on improving ELA, Mathematics, Science, and Social studies, while providing quality experiences in the arts. Recent school data shows that in Kindergarten and 1st grade number and letter recognition are areas of concern in math and ELA. In 2nd, 3rd, 4th, and 5th grades, vocabulary, informational text, and literary text are areas of concern in ELA. Algebraic thinking and numeric operations are areas of concern for math. Throughout the school year, our faculty and staff participates in various professional development opportunities in all content areas. Our professional development activities provide teachers with the knowledge and skills required to successfully implement instructional best practices, inquiry-based learning, practical hands-on opportunities and to incorporate technology designed to enhance student achievement. Cherrydale Elementary School continues to improve student achievement by implementing innovative instructional programs delivered by quality personnel.

All of the students at Cherrydale Elementary School are continuously challenged through daily direct classroom instruction, Science, Social Studies, and various research opportunities. Throughout the year, students' learning experiences are enhanced through the use of various technological tools and programs such as iPads, Chromebooks, ActivExpressions, ActivSlates, document cameras, Promethean Boards, Compass Learning, Reading Eggs, Reading Counts, and Learning A-Z. We provide one-to-one devices for all of our 4th and 5th grade classrooms. There are plans to expand school-wide during the 2017-18 school year. Academic assistance for students has been established through tutorial and mentoring partnerships with Furman University, Mount Calvary Baptist Church, Changing Your Mind Ministries, and other community volunteers.

Additional extended learning opportunities to meet the academic needs of our students are provided through our afterschool and summer programs and Response to Intervention (RTI). The school continues to nurture the "whole child" by providing

extracurricular activities, such as Chorus, Step Team, Girl Scouts, Student Council, and , Running Club. Several students have been recognized at the district and state level for their visual arts achievements. Students are expected to exhibit their Panther Pride at all times. Faculty and staff celebrate and recognize students' positive choices daily, weekly, and monthly through PANTHER PAWS reward system. Terrific Kids, sponsored by the Kiwanis Club, recognizes students quarterly for exhibiting exceptional character traits.

Cherrydale Elementary School is helping all students develop world class skills and life and career characteristics of the Profile of the Graduate by providing a quality instructional foundation that encourages academic excellence for all students while developing world class skills of life and career characteristics that will prepare students for graduation and reach far beyond the classroom. It is our goal to create a learning environment where all children are empowered to *THINK, DREAM, BELIEVE, and ACHIEVE* their absolute best as they prepare for their future.

Needs Assessment Summary: Teacher and Administrator Quality

Maintaining the Teacher and Administrator quality at 100% is a priority. The credentials of current staff members as well as those that are interviewed at Cherrydale are expected to have these credentials in place. The building principal, assistant principal and the instructional coach are all available to help teachers with any questions/concerns in this area. Currently 25 of our 55 teachers have their Bachelors Degree. Four teachers are currently taking classes toward their Masters. Twenty-eight staff members have a Masters degree with five of these professionals having gained thirty hours plus their Maters degree.

Needs Assessment Summary: School Climate

Results from our school report card that reflect school climate have fluctuated greatly from 2013-14 through 2015-16. The three groups participating in the survey appear to differ in their opinions from year to year. Participation in the survey has fluctuated as well. To gain more accurate perceptions of these groups, greater participation among our parents is key.

Significant awards, results, accomplishments:

Cherrydale was awarded a 2014 ENERGY STAR for Superior Performance for using less energy and generating fewer greenhouse emissions from the United States Environmental Protection Agency (EPA). Cherrydale has earned star ratings for our energy conservation efforts and has received national certification as Duke Energy Star rated school even as recently as March 20, 2015.

We 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 Common Core and State Art Standards. It promotes Student Directed Learning and Content Integration. Recently one of our fifth grade students was named the state winner of the PTA Reflections Award. Our physical education teacher has participated in the certification required for this program. Interested students also participate in Jump Rope for Heart. Students that are part of the chorus at Cherrydale Elementary participate in Spring Sing each year.

Cherrydale Elementary participates in the Community Eligibility Provision which provides free lunch for all students. This year we also began serving breakfast in the classroom. Each teacher sends two students to the cafeteria to bring breakfast to the classroom. The meal is "transported" in both hard-sided and soft sided coolers. These are returned to the cafeteria once breakfast has been served.

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

School Profile

School Profile
Cherrydale Elementary School
2016-17

Currently we are in our twelfth year of operation. We began this year with our highest enrollment ever, with approximately 650 students ready to begin the 2016-17 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. Historically, Cherrydale has had a very high percentage of our students receiving free lunch. This year, all students participate in a universal free breakfast and lunch program. We are a Title 1 school and qualify for additional (federal) funds. The majority of these funds are used for teaching positions to help keep the student- teacher ratio low, hire additional support personnel and to purchase additional instructional materials for English/Language Arts (ELA) and other content areas as needed.

This is the eighth 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. 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. However, in recent months efforts are being made to renovate and update homes along Perry Road where Cherrydale is located. Another addition has been the construction of a large apartment complex on the site on the old Cone Elementary School. Children of school age living in these apartments are enrolled at Cherrydale Elementary.

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. Scholastic Book Fairs, held twice a year, bring in many parents. We also sponsor a Math and Science night during the first semester and an ELA/Social Studies night during the second semester. Both of these events are well attended. We communicate and inform parents of these and other school events through newsletters, mailings, e-mail, and utilization of the school messenger system, the school marquee, bulletin boards, notes home and personal

phone calls. We communicate in both English and Spanish as much as possible. Our goal is to reach as many parents as possible by offering a variety of activities. These activities include "Parent Power" meetings, volunteer opportunities, and 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. To increase support of our ESOL parents, Cherrydale has a bi-lingual parent coordinator as well as a bi-lingual clerk that works in the front office during and after school to further assist this population.

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.

- 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 a fund-raising event for our PTA.
- TCBY brings yogurt and toppings for students and staff to enjoy (for a small price) after lunch once a month

School Leadership

Administration

Mrs. Debra Johnson is the principal of Cherrydale Elementary School. She has held this position for two years. She has responsibility of overseeing every aspect of the school. Mrs. Johnson is in the classroom every day to visit or observe instructional delivery and the goings-on in the classrooms. She engaged with teachers, students and parents regularly. As the instructional leader at Cherrydale, Mrs. Johnson's primary goal is to improve student achievement. She meets with the instructional leadership team formally and informally to plan ways to achieve this goal. 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, co-ordinates 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 as they analyze student data at grade level meetings.

The Leadership Team consists of the principal, assistant principal, instructional coach, Literacy teacher/ELA Coach and 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 coach and literacy 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 throughout the year. They also work together to prepare presentations for district personnel. Faculty Council meets the fourth Wednesday after school. This group consists of grade level chairs, the instructional coach, literacy teacher, special education, related arts and ESOL chairpersons, the principal and assistant principal, and reading interventionist. This group discusses 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 is 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

- Classroom newsletters are posted weekly on each teacher's web site and each teacher's web pages are updated regularly
- PTA meetings
- School Improvement Council meetings take place regularly. The members of this group work with the officers of PTA and our school staff to work toward goals to help meet the needs of our school family and community
- Various parent/grandparent and child lunch events
- Scholastic Book Fair with special parent and grandparent days at the Book fair
- Utilizing the school message system to inform parents with current information about current and future school events.

Cherrydale Elementary is proud of our efforts to promote parent involvement. We continue to expand our current activities while developing a partnership plan to further strengthen this partnership as it proves beneficial to all parties.

Business Partnerships

Our school appreciates the interest local businesses show in tangible support of instructional goals. Business-school partnerships contribute to student success 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.
- 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
- Many of our teachers participate *Book It* reading program sponsored by Pizza Hut (nationally)

Cherrydale shows appreciation to these valuable partnerships 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. Mt. Calvary also assists with our fall and spring carnivals by volunteering to assist with "manning" to various games. They also provide additional translators for our "Meet the Teacher" drop in at the beginning of the school year. This group also provides a small back-to-school gift to each member of our faculty/staff.
- The United Way assists in providing health and human services related to academic achievement (glasses, hearing devices, dental care, support groups, etc.).
- 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 concerns 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 become more 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.
- 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 their education 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. 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
- 7 certified paraprofessionals
- 3 Related Arts teachers
- 2 LD Resource/Inclusion teachers
- 1 Challenge teacher – 2 ½ days per week
- 4 ESOL teachers
- 1 Speech teacher
- 1 Computer lab teacher
- 1 Media Specialist
- 1 Part-time Media assistant
- 1 Title 1 Facilitator
- 1 Title 1 Social Worker
- 1 Title 1 Hispanic Parent Coordinator
- 1 Guidance Counselor
- 3 Reading Interventionists
- 1 Literacy teacher
- 1 Instructional Coach
- 1 Assistant Principal
- 1 Building Principal

In addition, we have one secretary, one attendance clerk, six food service workers, one full-time nurse and five custodial workers. Additionally, there is a mental health counselor on-site that meets with children that have a case with mental health.

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.

	Male		Female		
	Black	White	Black	White	Other
Building Principal			1		
Assistant Principal				1	
4K Teachers				2	

Paraprofessionals			1	1	
5K Teachers			1	4	
Paraprofessionals			4	1	
Gr. 1	1		2	3	
Gr. 2	1	1	2	3	
Gr. 3*			1	5	
Gr. 4			2	2	
Gr. 5		2		2	
Related Arts				2	1
Media Specialist				1	
Part-time Media Assistant				1	
Reading Interventionists			2	1	
Literacy Specialist/ELA Coach			1		
Instructional Coach				1	
ESOL				3	1
Special Education			1	1	
Computer Lab Teacher				1	
Speech				1	
Challenge Teacher/2.5 days per week				1	
Title 1 Facilitator			1		
Title 1 Parent Involvement Coordinator					1
Guidance Counselor			1		
Total	2	3	20	37	3

*One 3rd teacher is a sub

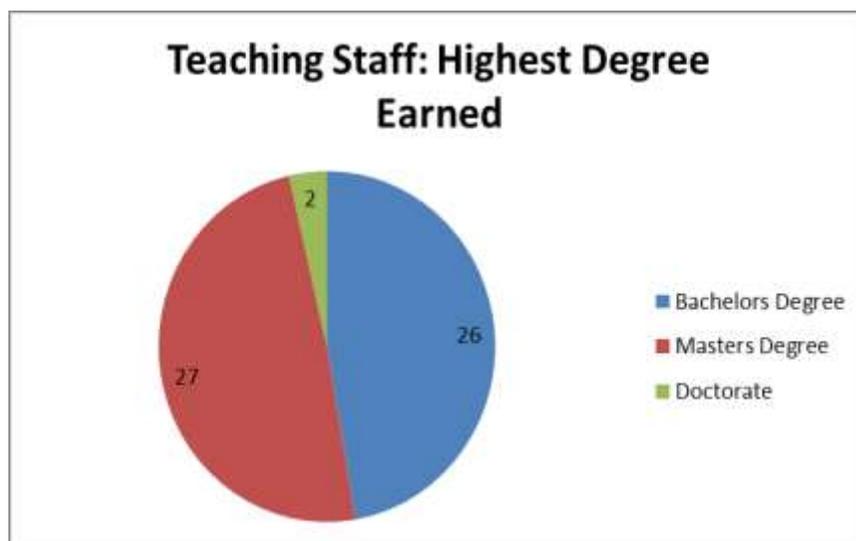
grade
long-term

There are sixty-five members of and faculty and staff representing the group of people that work with our students in a teaching capacity. The majority of our teachers are female with the majority of them being White. We have five male teachers. Twenty-two of our faculty/staff members are African American and forty faculty/staff members are White. The remaining three staff members are of other nationalities.

The following graph shows the years of experience across our faculty and staff.



The majority of our certified teaching staff has been teaching for five years or less (32.8), followed by those that have between eleven and fifteen years of experience (23.7%) and then those with 26 years or more of teaching experience (18.2%). We have almost similar percentage of teachers that have been teaching for 6-10 years (9.9%) and those that have taught sixteen to twenty years (11%). We have a small number of staff members that have been teaching 20-25 years ((5.5%).



The chart above indicates the degrees achieved by our faculty and staff members. However, it does not reflect the staff members that have achieved thirty hours beyond their Masters Degree. Currently we have several staff members pursuing higher degrees and should complete their course work this summer of by the end of the calendar year.

Many of our teachers have taken advantage of the opportunities of nearby colleges and universities in the area that make this process possible.

We have a good mix among our faculty and staff of beginning teachers and those with varying years of experience. The new teachers can learn from their more experienced peers and those seasoned veterans can be rejuvenated by the enthusiasm from new teachers and their particular set of skills.

Student and Teacher attendance

The following table shows student and teacher attendance over time.

	2014-15	2015-16	2016-17
Students	95.8%	96.0	
Teachers	94.8%	96.3	

There was one point difference between teacher and student attendance in 2014-15. Both attendance groups had increased attendance the following year. The difference in student attendance and teacher attendance in 2015-16 was a mere .3 percent. Although the attendance rate for each group is good, there is still room for improvement. Students learn best when the classroom teacher is present and students cannot learn if they are not in attendance.

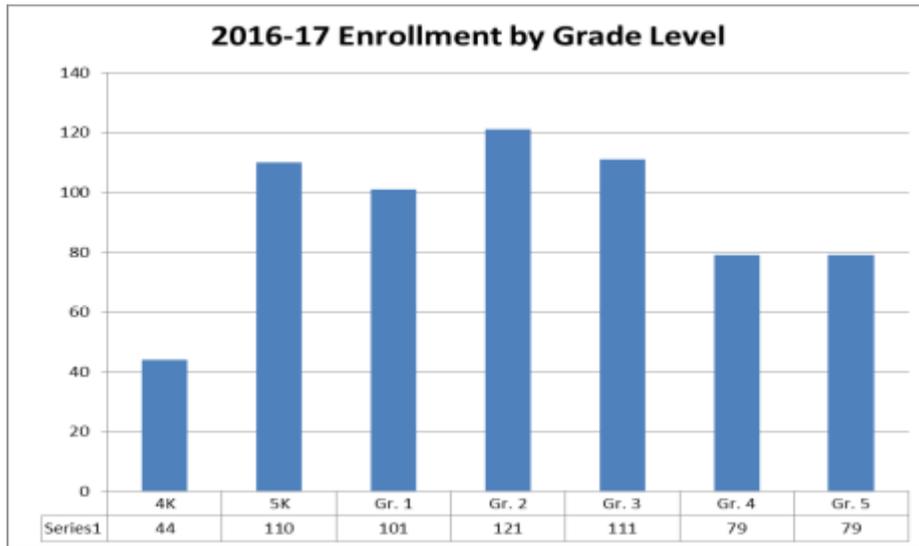
The two tables below show the average monthly student attendance for last year and the current year as of March 24, 2017. Student attendance was higher each month last year except for the month of September and slightly better in January 2017 than the same month in 2016. Attendance in December 2017 was again slightly higher this year than in December 2106. The greatest differences in attendance can be seen in February and March of 2016 and the same months in 2017.

Average Daily Attendance 2015-16							
August	September	October	November	December	January	February	March
98.12%	96.73%	96.61%	96.13%	96.20%	95.61%	95.95%	97.00%
Average Daily Attendance 2016-17							
August	September	October	November	December	January	February	March
97.54%	97.22%	94.13%	95.98%	96.85%	94.52%	93.42%	95.66%

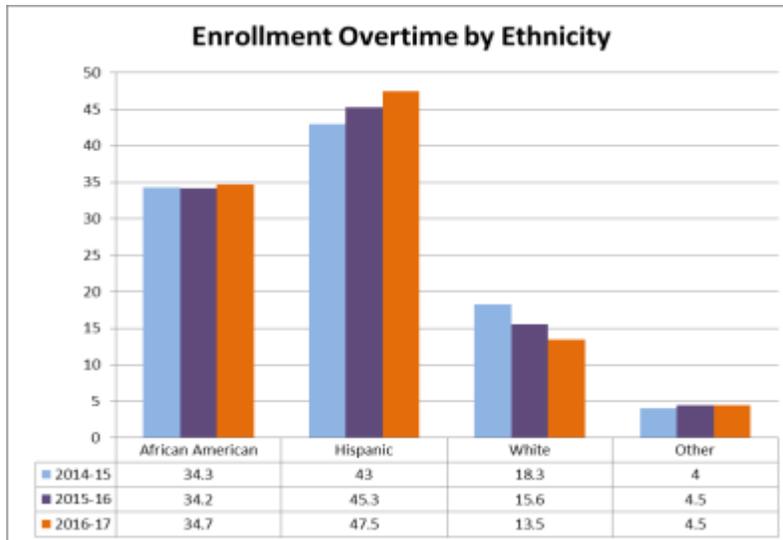
Student Population

Cherrydale Elementary is a Title 1 funded school due to the high number of our students qualifying for Free/Reduced meals along with a high poverty index. The enrollment for

the 2014-15 school year began with approximately 600 students with the enrollment growing to 612 students at year's end. The 2015-16 school year saw another increase of 640 students. Currently our enrollment is 645 students. But we know that we have a transient student population and see fluctuations in our enrollment throughout the year. The following table shows the difference ethnicities that make up Cherrydale's current enrollment by percentages. The following chart shows our current enrollment by grade.



As one can see the highest numbers of students at Cherrydale have moved to the 2nd and 3rd grade levels. In past years we have seen the majority of our enrollment in kindergarten and 1st grade. Currently, our highest enrollment is in 2nd grade and due to this increase we added another 2nd grade class after the first two weeks of the 2016-17 school year. Due to our enrollment numbers a first grade teaching position was lost, but that teacher was moved to 5K due to an increase in students on that level. The number of 3rd grade teachers also increased by one. One fourth grade teacher changed positions this year and became our Title 1 Facilitator. Her classroom position was not filled due to a decrease in that grade's enrollment. The number of fifth grade teachers did not change. The following charts show our enrollment by ethnicity, both over-time and for the current year.



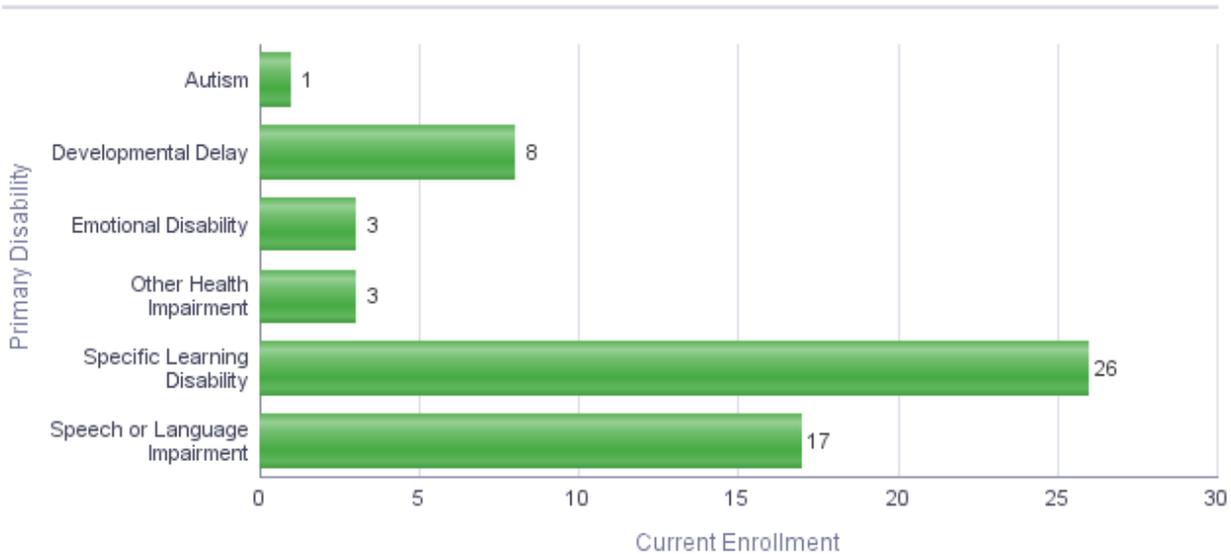
The chart shows that our African American enrollment has essentially stayed the same for the three years shown. The Hispanic enrollment has increased at a steady rate over this time whereas the enrollment of our White students has steadily decreased. The number of students of 2 or more races has remained basically the same.

ENROLLEDMENT By Number	African American	Hispanic	White	2 or more races
4K : 44 students	9	32	2	1
5K: 110 students	43	45	12	8
Gr. 1: 101 students	31	51	15	4
Gr. 2: 121 students	41	56	19	5
Gr. 3: 111 students	50	44	14	3
Gr. 4 : 79 students	24	42	9	4
Gr. 5: 79 students	26	36	16	1

The majority of our enrollment is Hispanic. The enrollment of African American and Hispanic students is about the same in Kindergarten. We see wider gaps in grades one through five. The number of White students in PreK and fourth grade is represented by single-digit enrollment. The highest enrollment of White students can be found in second grade. The majority of our third grade students are African American. We see the highest number of Hispanic students in grades two and three.

The following table shows our special education population.

Current Enrollment



Our special education department consists of two special education teachers, which serve fifty-eight students, and one speech/language pathologist, who serves forty-seven students. Students are served both in the inclusion model and the pull-out model. Students are served in the areas of reading, writing, and math. If a behavior intervention plan is in place, students receive support in behavioral goals. Students served by the speech pathologist have communication goals.

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 (1)	5K (6)	1 st (6)	2 nd (10)	3 rd (10)	4 th (15)	5 th (10)	TOTAL (58)
African American		3	3	4	7	8	5	30
Hispanic	1	1	1	2	1	4	3	13
White		2	2	4	2	3	2	15
Male		5	4	5	7	10	7	39
Female		1	2	5	3	5	3	18

The largest enrollment in our special education population is found among our male students (39) students enrolled in the program. Among the three major ethnicities, African American students account for the highest number served. There are three identified areas under which our students are served: Developmentally Delayed (11 students), Learning Disabled (31) and Other Health Impairment. We do have one 4K student with a diagnosis of Autism. Twenty-nine of these students are dually-served in

both special education and speech. Our Speech/Language Pathologist serves forty-seven (47) students, eighteen of which are speech only. One of these 47 students receives individual therapy. Our speech enrollment consists of: nineteen African American students, fifteen White students and thirteen Hispanic students. Thirty-one students are male and sixteen are female. Four students are in 4K, thirteen are in 5K, seven students from first grade, third grade, and fourth grade. Nine 2nd grade students receive therapy.

Our Hispanic enrollment continues to increase. In addition to the two ESOL teachers that served this group last year, an additional two teachers were added bringing the total to four teachers that are able to work with these students. The table below shows our ESOL students served by this program according to grade level and gender. The greatest number of students enrolled in the program is in 5K through grade three. The numbers in fourth and fifth grade decreased. There are more male students served across all levels compared to those female students. The greatest number of ESOL students is found in the first grade, however the numbers in 5K, 1st, and 2nd grade are very similar. Two of the four teachers meet with a group of students before school (7:15 – 7:45) and receive additional assistance. These students were chosen based on their reading level, which was below grade level. These teachers implement the Fountas and Pinnell LLI program with these students.

ESOL	5K	1st	2nd	3rd	4th	5th	Totals by Gender
Hispanic Males	25	27	26	22	20	20	140
Hispanic Females	18	20	19	20	13	11	101
Totals: By grade	43	47	45	42	33	31	241

Reading Intervention:

Cherrydale desires to support as many students as possible especially those that struggle in reading. Early identification of these students, whom may potentially be at risk, is a priority. To address the needs of struggling readers, we have three Reading Interventionist: one serves 1st grade students as reading interventionist for one half of the day, then serves 5K students as requested by the 5K teachers; a second interventionist services 2nd and 3rd grade students; a third interventionist that serves 4th and 5th grade students. The interventionists working with first through fifth graders use the Fountas and Pinnell Leveled Literacy Intervention (LLI). According to Greenville County School District guidelines, all three interventionist implement the AIMSWeb progress monitoring system to monitor the progress of the students with whom they work. The 5K paraprofessionals implement Early Reading Intervention (ERI) program and like the reading interventionists, use AIMSWeb system to monitor the progress of their students. Once a student demonstrates adequate progress is dismissed from the

program and another student may be added to the group. ERI groups are limited to no more than five students at a time while students enrolled in the LLI program are limited to only 3 students per group. 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 reading interventionists that serve these grades are responsible for administering the benchmark assessments three times during the year. The paraprofessionals screen 5K students. We use Fall Reading MAP scores and teacher input to identify 2nd – 5th grade students. Once identified, these older students are administered the AIMSweb Benchmark Assessment in order to track progress through regular Progress Monitoring. These students are benchmarked in the Fall (September), Winter (January) and in the Spring (May). The goal of these two intervention programs (ERI and LLI) 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 following chart shows our students that participate in reading intervention groups taught by our three reading interventionists. It does not include students enrolled in ERI.

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.

Balanced Literacy is fully implemented in kindergarten through fifth grade. 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 have participated in specific training throughout the year provided by the school district. This training will conclude in June.

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. This year Mrs. Johnson, principal, requested that the instructional coach, literacy teacher, and two of the reading interventionists benchmark all on the students in grades 1-5. This task was completed in the fall and will be completed again

in the spring. This request was made to provide consistency across the grade levels. Classroom teachers are welcome to benchmark their students at any time during the year. Many of them choose to administer the Fountas and Pinnell benchmark assessments in the winter as well. As required by the School District on Greenville County, Cherrydale's kindergarten teachers administer DRA-2 twice during the school year. Establishing our collection of guided reading leveled books is an on-going process. Title 1 funds were used to purchase take-home books for classroom teachers to encourage students and parents to read at home together. Title 1 funds were also used to purchase classroom library sets for all classroom teachers as well as additional books in a wider range for the two teachers that currently serve as literacy mentor teachers.

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 (using this program is optional) 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 participate in the use of the media center for lessons and time to check out books from 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 for all content areas. 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 the 5K and first grade classes. 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. Additional 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 include sets of classroom leveled readers which are aligned with content. 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. A rubric for each type of writing is used to score the writing sample. All grade levels are scheduled for the computer lab once a week for Compass Learning, typing and research. The computer lab teacher and the classroom teacher work together to plan activities that will best benefit the needs of their students. Lessons for students in grade 2- 5 are assigned based on MAP test results. Because of our increased enrollment, our second computer lab is now used as an additional 2nd grade classroom. However, all students in grades 3-5 have a chrome book (one to one) which makes the loss of the second computer lab a non-issue. Students in first and second grade will receive additional technology for the 2017-18 school year.

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), Leveled Literacy Intervention (LLI) 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. The Literacy Specialist also attends monthly meetings lead by district personnel. These specialists receive credit over the course of three years allowing them to earn certification in this area. They are also required to work with students in limited situations as well as assisting in the classroom and team teaching based in need as determined by the building principal.

- 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.
- Leveled Literacy Intervention (LLI) – This system was developed to correlate with Fountas and Pinnell, the guided reading program endorsed by our school district. Three different levels are used by our reading interventionists: the GREEN kit for 1st grade; the BLUE kit is used with second and third graders; the RED kit is used with 4th and 5th graders. There are 120 lessons in each kit with 10 lessons per guided reading level. Each lesson consists of word work focusing on vowel patterns, consonant clusters, diagraphs, compound words, etc. There is also the book introduction and discussion points following each story. The kits also provide a take-home book (a black/white version) to be read at home with a parent. There is also writing suggestions. Some lessons can be continued the next day in order to cover all the suggested activities. Additionally, all students enrolled in the program are progress monitored every ten lessons using the district-required AIMSWeb monitoring system. These students are also benchmarked three times during the year: fall, winter, and spring. 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 is offered to boys and girls in grades three - five. 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

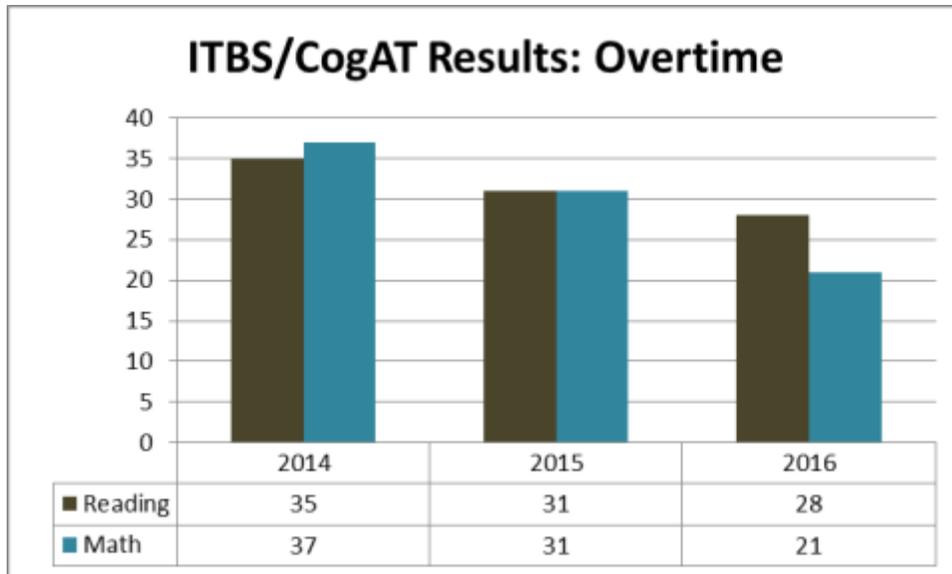
Student Learning Needs and Desired Results

Many programs have been put into place to improve the quality and effectiveness of instruction in our school. Students participating in our Panther Pass after school program were identified based on their fall MAP scores and the previous year's SC Ready/ELA and Math 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.

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 accept the responsibility of preparing students for the intermediate grades. Through Coaches Corner meetings and regular grade level - meetings, grade levels identify areas that are concerns and make plans to address these areas in daily lesson plans. These meetings are held in the Instructional Coaches office and led by the Instructional Coach and Literacy Teacher/ELA Coach. Meetings are held every Wednesday during the grade level's related arts time.

All second grade students attending Cherrydale Elementary participate in ITBS/CogAT testing in the fall of the year. Our progress over the years (2014-2016) shows that our results are below the 50th percentile expected by our school district. Cherrydale's scores have generally fall in the 30th – 37th percentile, but vary within that range. Math scores have decreased over the three years shown, going from the 37th percentile in 2014, then decreasing to the 31st percentile (both Reading and Math) in 2015, and finally to the 25th percentile in 2016. It is unusual to see scores in Reading at a higher percentile than those in math, but that could be due to the administration of this test which is mostly oral. Our percentile scores were similar in 2014 (37th and 35th) and the same in 2015. Both Reading and Math were decreased in 2016 with the scores in the 28th percentile in Reading and the 21st percentile in Math, both at the lowest over the three years shown.

The graph below shows these results.



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. 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 meet their target growth goal in both reading and math from the fall to spring of a given school year. The chart below shows the progress that has been made.

	Fall 2014 to Spring 2015 Target Met		Fall 2015 Spring 2016 Target Met		Fall 2016 to Spring 2017 Target Met	
	Math	Reading	Math	Reading	Math	Reading
Grade 2	42	44	30	41	Data Unavailable	Data Unavailable
Grade 3	42	42	38	30	Data Unavailable	Data Unavailable
Grade 4	55	58	31	52	Data Unavailable	Data Unavailable
Grade 5	54	60	38	59	Data Unavailable	Data Unavailable

MAP Results: It is hard to see a pattern from year to year across the grade levels. Second through fourth grades show some degree of consistency in results from Fall 2014 - Spring 2015. More fifth grade students met their target in Reading than Math that

same year. Fall 2015 – Spring 2016 shows larger gaps in achievement from Reading and Math with the exception of third grade. There was a larger discrepancy among fourth and fifth graders achieving their target growth when looking at Reading and Math.

Cherrydale Results Overall - SC Ready: ELA and Math

The South Carolina College-and Career-Ready Assessments (SC READY) are statewide assessments in English language arts (ELA) and Mathematics. All third through fifth grade students at Cherrydale Elementary participated in these assessments except four students who were exempt due to their entry date into the United States. SC READY Assessment items measure student performance on the South Carolina College-and Career-Ready Standards. The SC READY test items are aligned to the standards for each subject and grade level. Standards specify what schools are expected to teach and what students are expected to learn. Academic standards also include indicators that are statements of the specific cognitive processes and the content knowledge and skills that students must demonstrate to meet the grade-level standards. SC READY test items are written to assess the content knowledge and skills described in the academic standards and indicators. The following chart show SC Ready ELA results.

Comparison of Cherrydale to the District

SC Ready: ELA

		Does Not Meet Standard	Meets Standard	Total
	Count	175	58	233
Cherrydale	Percentage	75.1%	24.9%	100%
District	Count	8,836	8,811	17,647
	Percentage	50.1%	49.9%	100.00%

Cherrydale students did not perform as well as other students in the school district. Seventy-five percent of our third through fifth grade students scored "Does Not Meet

Standard” on the ELA assessment. Although our teachers worked tirelessly to teach the standards and plan engaging activities as well as administer practice assessments regularly, our students did not perform as well as we anticipated. That said, we will continue to teach the grade level standards and prepare our students for the state assessments. Each classroom was provided with *iReady* workbooks as supplemental materials to provide additional practice. Students in grades 3-5 also take advantage of Study Island activities in the computer lab.

The following chart gives strategies that were put in place to promote better achievement on SC Ready – ELA

Strategy	Measureable By
Common Assessment implementation in all grades	<ul style="list-style-type: none"> • Common Assessment Item Analysis Report • Data Notebooks for all grade levels
Weekly Test Prep	<ul style="list-style-type: none"> • Students will complete weekly test-taking strategies assessment
Improve implementation and fidelity of Balanced Literacy Program	<ul style="list-style-type: none"> • Observations • Lesson plans • Growth in Fountas and Pinnell Levels
Continue Literacy Intervention Support (Reading Interventionists, St. Augustine Literacy Program Volunteers, Furman University Volunteers,)	<ul style="list-style-type: none"> • AIMS Web Progress Monitoring • Observations • ERI/RTI/LLI • Great Leaps Program • Weekly Cold Reads

Comparison of Cherrydale to the District

SC Ready: Math

		Does Not Meet Standard	Meets Standard	Total
	Count	159	78	237
Cherrydale	Percentage	67.1%	32.9%	100%
District	Count	7,736	9,990	17,726
	Percentage	43.6%	56.4%	100.00%

Third through fifth graders participating in the state assessment in Math performed somewhat. Approximately 67% of our students scored in the "Does Not Meet Standard" range of scores in Math whereas approximately 75% of our students scored in this range on ELA. Almost 33% of our students scored in the "Meets Standard" range as opposed to about 25% on ELA. As with SC Ready/ELA, our teachers work very hard to make sure they are teaching the appropriate grade level standards in Math as well as planning interesting activities to enhance lessons.

The following chart shows strategies that were in place to promote higher achievement on SC Ready-Math.

Strategy	Measureable By	Target Date
Common Assessment implementation in all grades	<ul style="list-style-type: none"> Common Assessment Item Analysis Report Data Notebooks for all grade levels 	Weekly, September - May
Weekly Test Prep	<ul style="list-style-type: none"> Students will complete weekly test-taking strategies assessment 	October - May
Math Minutes (Grades K5 – 5 th will complete daily fluency drills)	<ul style="list-style-type: none"> Pre-test and post-test for results each month. 	October- May
Implementation of Computer Software	<ul style="list-style-type: none"> Program generated progress reports MindPlay IXL Study Island 	October- May

SC Ready ELA – Overall Results

Grade	Exceeds		Meets		Exempt		Approaches		Does Not Meet		Grand Total	
3	1.14%	1	15.91%	14	1.14%	1	39.77%	35	42.05%	37	100.00%	88
4	8.14%	7	22.09%	19	1.16%	1	37.21%	32	31.40%	27	100.00%	86
5	6.45%	4	20.97%	13	3.23%	2	45.16%	28	24.19%	15	100.00%	62
Grand Total	5.08%	12	19.49%	46	1.69%	4	40.25%	95	33.47%	79	100.00%	236

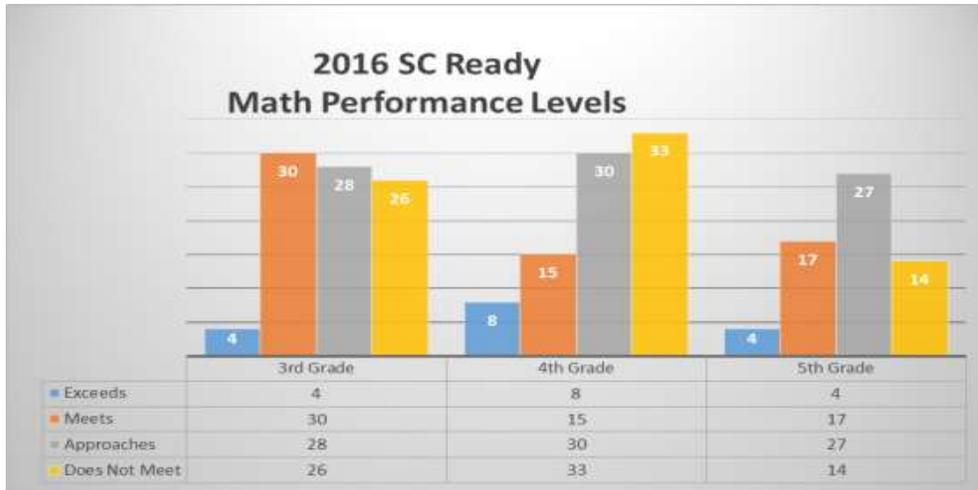
Approximately one-half of our 3rd grade students that participated scored Not Met, approximately one-third of our 4th grade students scored Not Met and about one-fourth of our 5th graders scored Not Met. The largest percentages of our students scored "Approaches" the "Meets" category. Fourth grade had the greatest percentage of students scoring "Meets". The graph below translates the percentages above to actual numbers of students scoring in each category per grade level.



SC Ready Math Results – Overall

Grade	Exceeds		Meets		Approaches		Does Not Meet		Grand Total	
3	4.55%	4	34.09%	30	31.82%	28	29.55%	26	100.00%	88
4	9.30%	8	17.44%	15	34.88%	30	38.37%	33	100.00%	86
5	6.45%	4	27.42%	17	43.55%	27	22.58%	14	100.00%	62
Grand Total	6.78%	16	26.27%	62	36.02%	85	30.93%	73	100.00%	236

As with ELA results, the highest percentage of scores across all grades were in the “Approaches” category followed by scores in the “Does Not Meet” category. We did have a higher percentage of students, overall, scoring in the “Meets” category. The following graph shows the percentages, above, as actual numbers of students scoring in each category.



SC PASS: Science and Social Studies Results

The South Carolina Palmetto Assessment of State Standards (SCPASS) state test includes two grade levels and two subject areas: 4th and 5th graders participating in Science, and Social Studies assessment. SCPASS scores are reported using three levels of achievement: Not Met, Met, and Exemplary. Students scoring Met or Exemplary are considered to have met the state’s academic standards.

SCIENCE	Not Met	Met	Exemplary	Met/Exemplary
Grade 4	62.1	25.3	12.6	37.9
Grade 5	37.1	53.2	9.7	62.9

Eighty-seven fourth graders participated in testing. The majority of these scores fell in the Not Met category. Of the sixty-two 5th grade students participating in the test, 5.23% of the scores were in the Met category. Almost sixty-three percent of these fifth graders scored in the combined Met/Exemplary category. However, more 4th grade students scored Exemplary than did 5th graders although the percentage of these students compared to the whole it quite small.

SOCIAL STUDIES	Not Met	Met	Exemplary	Met/Exemplary
Grade 4	34.5	51.7	13.8	65.5
Grade 5	32.3	50	17.7	67.7

The same number of students in both grades participated in SC PASS Social Studies assessment as well as. The results for students in both grades were similar. Both groups

of students scored in the 32% - 34.5% range. Fourth grade saw more students scoring in the Met category with 5th grade seeing more scores in the Exemplary category. Fifth grade results in both subjects tested had more students scoring in the Met/Exemplary category. It appears that Social Studies is an area of greater strength for our students than Science.

Cherrydale Elementary Results by Grade Level: SC Ready and SC PASS

3rd Grade

The following section will show 3rd grade results for both ELA and Math from spring 2016 SC Ready. Results will be presented overall, by gender and race/ethnicity.

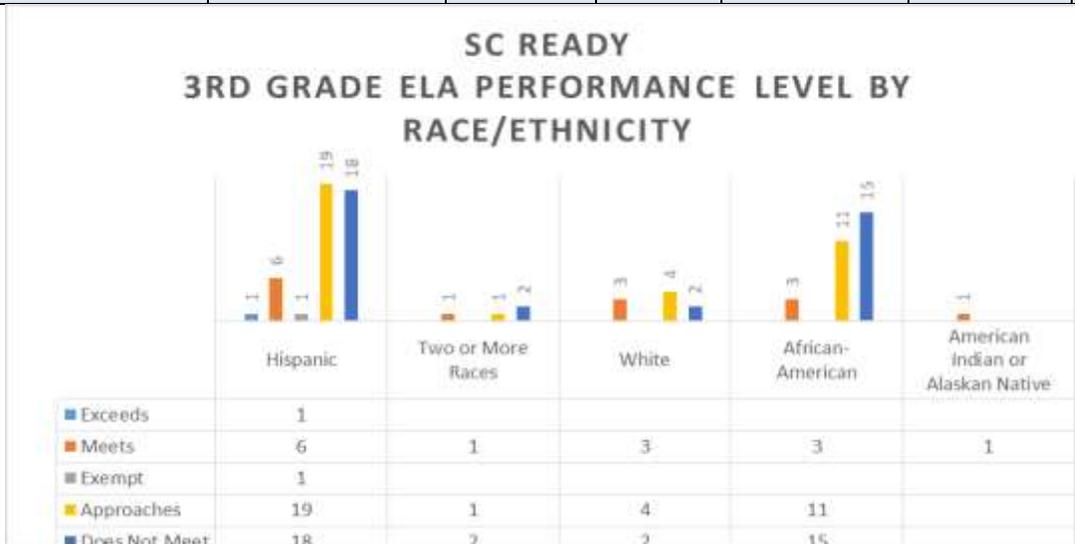
SC Ready ELA scores by Race/Ethnicity

When viewing the third grade results by ethnicity, we see that the largest population, 44 students, are Hispanic. There were 29 African-American students, 9 white students, 1 American Indian or Alaskan Native, and 4 students that were one or more race. The only student in third grade to exceed expectations was a Hispanic student. More Hispanic students, 6 or 13.3%, met expectations than other racial/ethnicity groups; however, 37 Hispanic students, or 82%, scored not met or approaching. 26 African-American students, or 88%, scored not met or approaching, while only 3 African-American students, or 10.3%, met expectations. The 1 American Indian or Alaskan Native student met expectations. 6 White students, or 66.6%, scored not met or approaching, while only 3 Whites, or 33.3%, met expectations.

Race/Ethnicity	Exceeds	Meets	EXEMPT	Approaches	Does Not Meet	Grand Total
Hispanic	1	6	1	19	18	45
Two or More Races		1		1	2	4
White		3		4	2	9
African-American		3		11	15	29
American Indian or Alaskan Native		1				1
Grand Total	1	14	1	35	37	88

Race/Ethnicity	Exceeds	Meets	EXEMPT	Approaches	Does Not Meet	Grand Total
Hispanic	2.22%	13.33%	2.22%	42.22%	40.00%	100.00%
Two or More	0.00%	25.00%	0.00%	25.00%	50.00%	100.00%

Races						
White	0.00%	33.33%	0.00%	44.44%	22.22%	100.00%
African-American	0.00%	10.34%	0.00%	37.93%	51.72%	100.00%
American Indian or Alaskan Native	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%
Grand Total	1.14%	15.91%	1.14%	39.77%	42.05%	100.00%

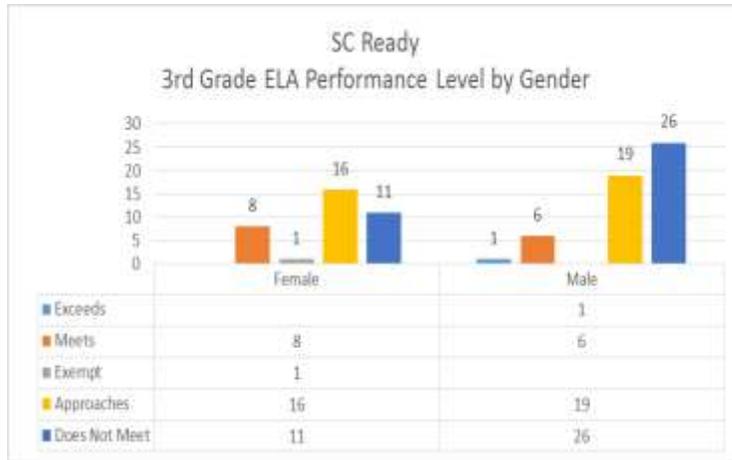


The graph above presents the same information contained in the tables previously given. Results by Gender:



Fifty-two male students and 36 female students participated in 3rd grade ELA testing. Four third grade students, 2 males and 2 females, exceeded expectations. Thirty students, 15 males and 15 females, met expectations. Thirty-five male students, or 67.2%, scored not met and approaching. Nineteen female students, or 52.7% of

females scored not met and approaching. A total of 54 males and females, or 61.27%, are performing below grade level in 3rd grade.



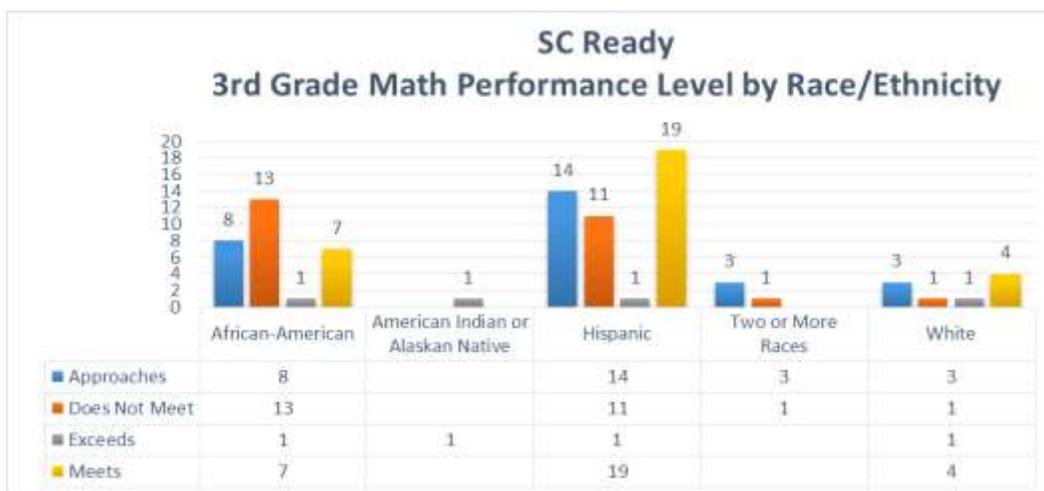
The graph above presents third grade results. Fifty-two male students and 35 female students participated in 3rd grade ELA testing. The majority of students in both the groups, 72 students or 81%, scored in the Approaches and Does Not Meet category. Forty-five percent male students, or 86%, and 27 female students, or 75% of females are performing below standards. Eight females, or 22%, met expectations; meanwhile, only 6 male students, or 11.5%, met these expectations. One third grade student exceeded expectations and that was a male. Further analysis tells us that Literary Texts (77%) overall and Literary Text Meaning and Content (71.3%) were areas of extreme weakness with of our 3rd grade students scoring in the *low* in this area. Inquiry was an apparent area of strength with almost 60% of these students scoring in the *middle range*.

SC Ready Math – 3rd Grade

Grade	Exceeds		Meets		Approaches		Does Not Meet		Grand Total	
3	4.55%	4	34.09%	30	31.82%	28	29.55%	26	100.00%	88
4	9.30%	8	17.44%	15	34.88%	30	38.37%	33	100.00%	86
5	6.45%	4	27.42%	17	43.55%	27	22.58%	14	100.00%	62
Grand Total	6.78%	16	26.27%	62	36.02%	85	30.93%	73	100.00%	236

Eighty-eight third grade students completed the SC Ready Math assessment in the Spring of 2016. Four students, or 4.5%, exceeded expectations on this assessment. Thirty students, or 34.8%, met the expectations of the assessment. Twenty-six students, or 29.5%, did not meet expectations on the assessment. Twenty-eight students, or 31.8%, scored approaching. A total of 54 students, or 61.37%, scored approaches and/or not met on the SC Ready Math assessment. A closer look at results by standard tells us that across this grade level, Algebraic Thinking and Operations and Measurement and Data Analysis appear to be an areas of weakness with 52.3% and 50% of math scores (respectively) falling in the *low* range of scores. Number Sense – Fractions may be perceived as an area of strength with 55.7% of these scores falling in the *middle* range of scores.

Grade 3: SC Ready Math scores by Race/Ethnicity



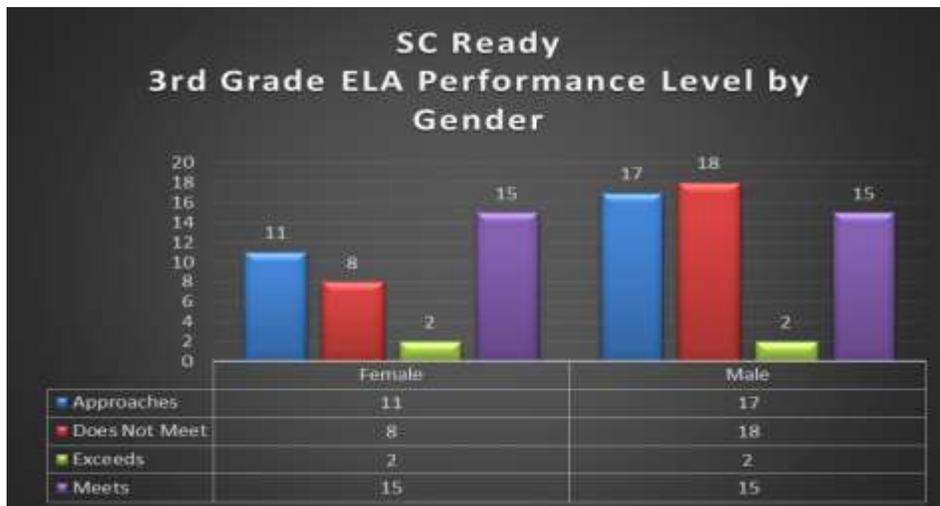
The majority of students that participated in this assessment were Hispanic, with a count of 45 students. There were 29 African-American students, 9 white students, 1 American Indian or Alaskan Native, and 4 students that were one or more race. 4 students (1

African-American, 1 American Indian or Alaskan Native, 1 Hispanic, and 1 white) exceeded expectations. More Hispanic students, 19 or 42.22%, met expectations than other racial/ethnicity groups; however, 25 Hispanic students, or 55.5%, scored not met or approaching. Twenty-one African-American students, or 72.42%, scored not met or approaching; however, 8 African-American students, or 27.6%, met expectations. The 1 American Indian or Alaskan Native student exceeded expectations. Four White students, or 44.4%, scored not met or approaching and 4 White students, or 33.3%, met expectations.

Gender	Does Not Meet	Approaches	Meets	Exceeds	Grand Total
Female	8	11	15	2	36
Male	18	17	15	2	52
Grand Total	26	28	30	4	88

Gender	Does Not Meet	Approaches	Meets	Exceeds	Grand Total
Female	22.22%	30.56%	41.67%	5.56%	100.00%
Male	34.62%	32.69%	28.85%	3.85%	100.00%
Grand Total	29.55%	31.82%	34.09%	4.55%	100.00%

Fifty-two male students and 36 female students participated in 3rd grade Math testing. Four third grade students, 2 males and 2 females, exceeded expectations. Thirty students, 15 males and 15 females, met expectations. Thirty-five male students, or 67.2%, scored Not Met and approaching. Nineteen female students, or 52.7% of females scored Not Met and approaching. A total of 54 males and females, or 61.27%, are performing below grade level in 3rd grade. The following graph presents the same information contained in the tables above.



SC Ready: 4th Grade Results

SC Ready ELA scores by Race/Ethnicity

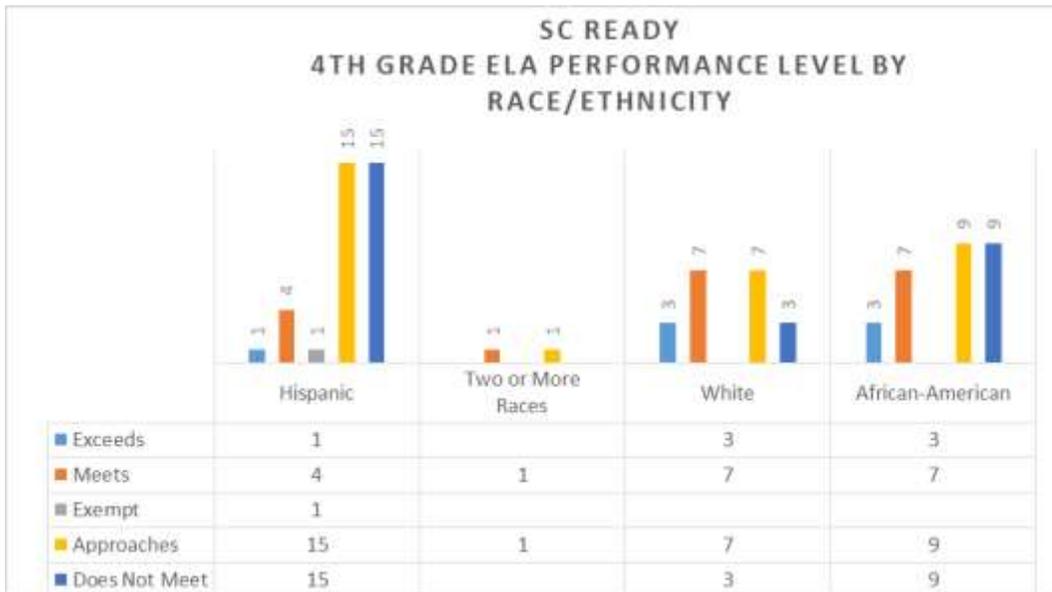
In the spring of 2016, 4th grade assessed 85 students using the SC Ready ELA (1 student was exempt because of entry date into the United States). Seven students, or 8.1%, exceeded expectations, while 19 students, or 22.1%, met the expectations of the assessment. Thirty-two students, or 37.2%, were very close and scored approaching. Twenty-seven students, or 31.4%, did not meet expectations on the assessment. A total of 59 students, or 68% of the fourth grade students are performing below grade level. The graphs and charts below show SC Ready results by gender and race/ethnicity.

Race/Ethnicity	Exceeds	Meets	EXEMPT	Approaches	Does Not Meet	Grand Total
Hispanic	1	4	1	15	15	36
Two or More Races		1		1		2
White	3	7		7	3	20
African-American	3	7		9	9	28
Grand Total	7	19	1	32	27	86

Race/Ethnicity	Exceeds	Meets	EXEMPT	Approaches	Does Not Meet	Grand Total
Hispanic	2.78%	11.11%	2.78%	41.67%	41.67%	100.00%
Two or More Races	0.00%	50.00%	0.00%	50.00%	0.00%	100.00%
White	15.00%	35.00%	0.00%	35.00%	15.00%	100.00%
African-American	10.71%	25.00%	0.00%	32.14%	32.14%	100.00%
Grand Total	8.14%	22.09%	1.16%	37.21%	31.40%	100.00%

When viewing the 85 fourth grade students' results by ethnicity, we see that our Hispanic students make up the majority ,36 students. There were 28 African-American students, 20 white students, and 2 students that were one or more race. Seven students (1Hispanic, 3 Whites, and 3 African-Americans) exceeded expectations. A total of 19 students (4 Hispanics, 1 two or More Races, 7 Whites, and 7 African- Americans) met expectations. Thirty Hispanic students, or 83.2%, scored not met or approaching. Eighteen African-American students, or 64.2%, scored not met or approaching. Ten

White students, or 50%, scored not met or approaching. The graph below presents this information.



SC Ready ELA scores by Gender – 4th Grade

Gender	Exceeds	Meets	EXEMPT	Approaches	Does Not Meet	Grand Total
Females	4	11	1	12	10	38
Males	3	8	0	20	17	48
Grand Total	7	19	1	32	27	86

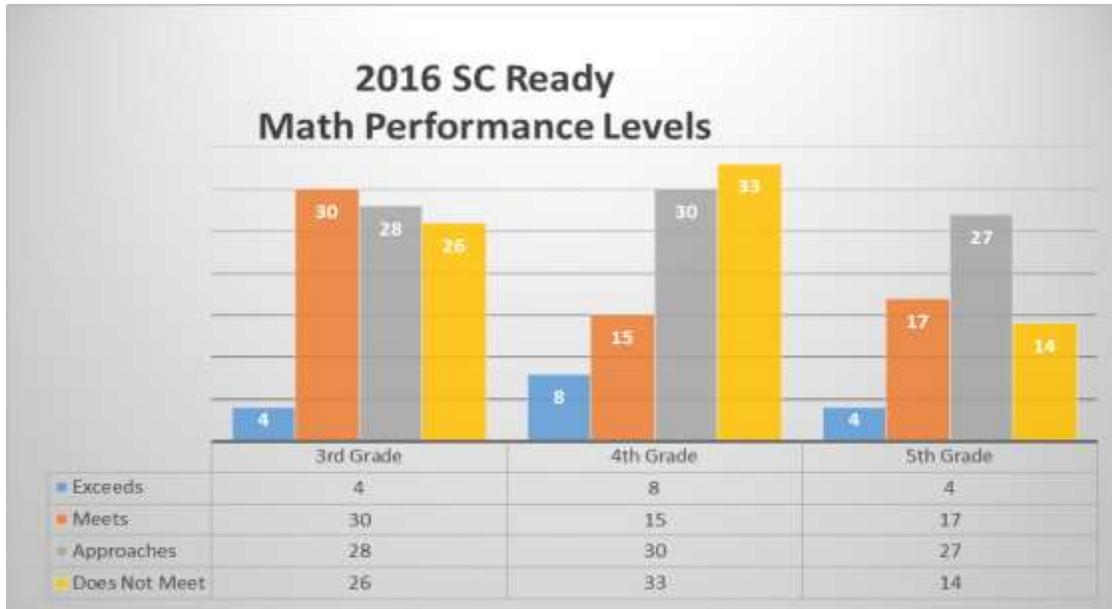
Gender	Exceeds	Meets	EXEMPT	Approaches	Does Not Meet	Grand Total
Females	10.53%	28.95%	2.63%	31.58%	26.32%	100.00%
Males	6.25%	16.67%	0.00%	41.67%	35.42%	100.00%
Grand Total	8.14%	22.09%	1.16%	37.21%	31.40%	100.00%

Forty-eight male students and 38 female students participated in 4th grade ELA testing. Seventeen males and 10 females scored in the does not meet category. Twenty males and 12 females scored approaching. A total of 59 students, 37 males and 22 females (68.6%) are performing below grade level standards. Looking at these students by gender, eleven females, or 28.9%, and 8 males, or 16.67%, met expectations. Seven fourth grade students, 3 males and 4 females, exceeded expectations. A graph of this data follows.



4th Grade SC Ready Math

In the spring of 2016, 4th grade assessed 86 students using the SC Ready Math. Eight students in 4th grade exceeded expectations. Fifteen students, or 17.4% of the fourth grade students met expectations for the assessment. Thirty students, or 34.8%, scored approaching. Thirty-three students, or 38.37%, did not meet expectations. A total of 63 students, or 72% of the fourth grade students are performing below grade level.



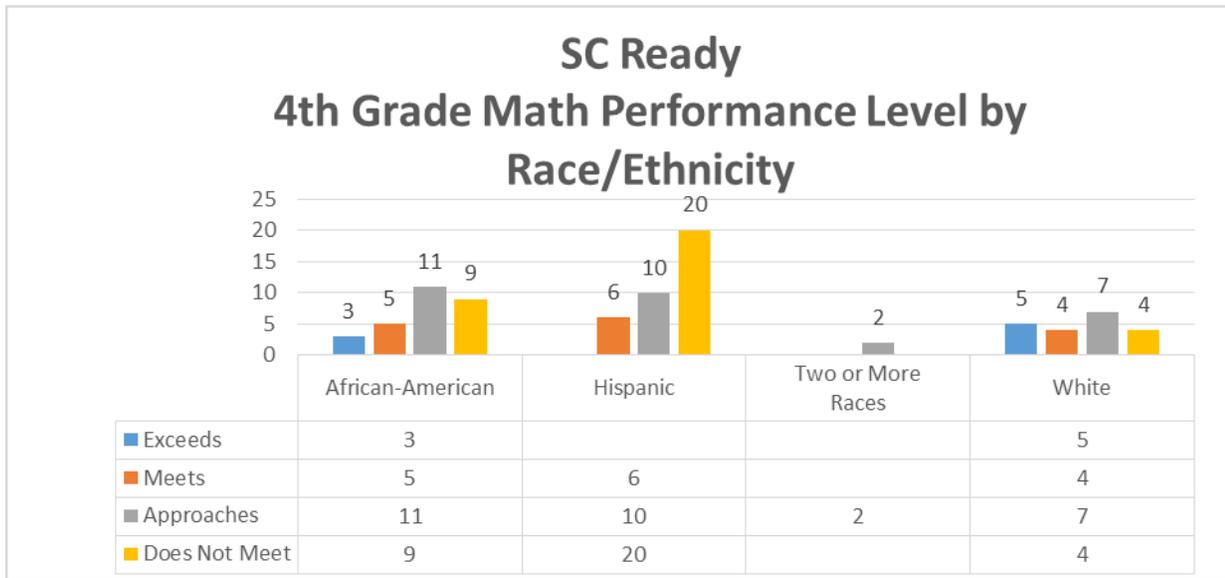
4th Grade - SC Ready Math scores by Race/Ethnicity

Race/Ethnicity	Exceeds	Meets	Approaches	Does Not Meet	Grand Total
African-American	3	5	11	9	28
Hispanic		6	10	20	36
Two or More Races			2		2
White	5	4	7	4	20
Grand Total	8	15	30	33	86

African-American	10.71%	17.86%	39.29%	32.14%	100.00%
Hispanic	0.00%	16.67%	27.78%	55.56%	100.00%
Two or More Races	0.00%	0.00%	100.00%	0.00%	100.00%
White	25.00%	20.00%	35.00%	20.00%	100.00%
Grand Total	9.30%	17.44%	34.88%	38.37%	100.00%

Fourth grade SC Ready Math results show that the largest population, 36 students, are Hispanic. There were 28 African-American students, 20 white students, and 2 students that were one or more races. 3 African-American students and 5 white students exceeded expectations. A total of 15 students (5 African-American, 6 Hispanic, and 4 White) met expectations. Nine African-American students scored did not meet and 11 scored approaching, for a total of 20 students, or 71.3%, not meeting fourth grade

standards. Twenty Hispanic students scored “Does Not Meet” and 10 scored approaching, for a total of 30 students, or 83.2%, not meeting fourth grade standards. The two students that were two or more races scored approaching. Four white students scored “Does Not Meet” and 7 scored approaching, for a total of 11 students, or 55%, not meeting fourth grade standards. An overall total of 63 students, or 72%, of the fourth grade students are performing below grade level in math. The following graph shows this information.



4th Grade SC Ready Math Results: Gender

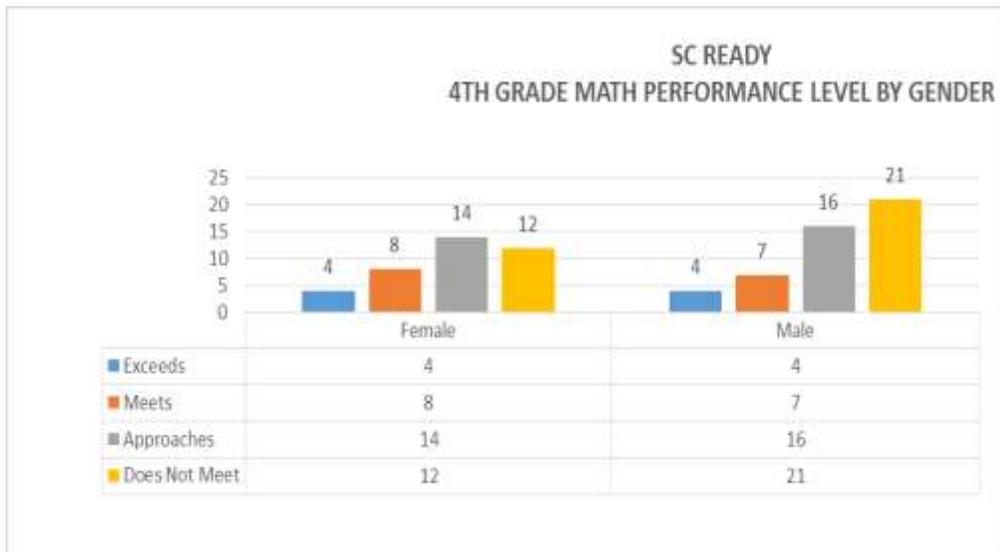
On the SC Ready Math assessment, 48 male students and 38 female students participated in 4th grade Math testing. 8 fourth grade students, 4 males and 4 females, exceeded expectations. 8 females, or 21%, and 7 males, or 14.6%, met expectations. 21 males and 12 females scored in the does not meet category. 16 males and 14 females scored approaching. A total of 63 students, 37 males and 26 females (73.1%) are performing below grade level standards.

Gender	Exceeds	Meets	Approaches	Does Not Meet	Grand Total
Female	4	8	14	12	38
Male	4	7	16	21	48
Grand Total	8	15	30	33	86

Gender	Exceeds	Meets	Approaches	Does Not Meet	Grand Total
Female	10.53%	21.05%	36.84%	31.58%	100.00%
Male	8.33%	14.58%	33.33%	43.75%	100.00%

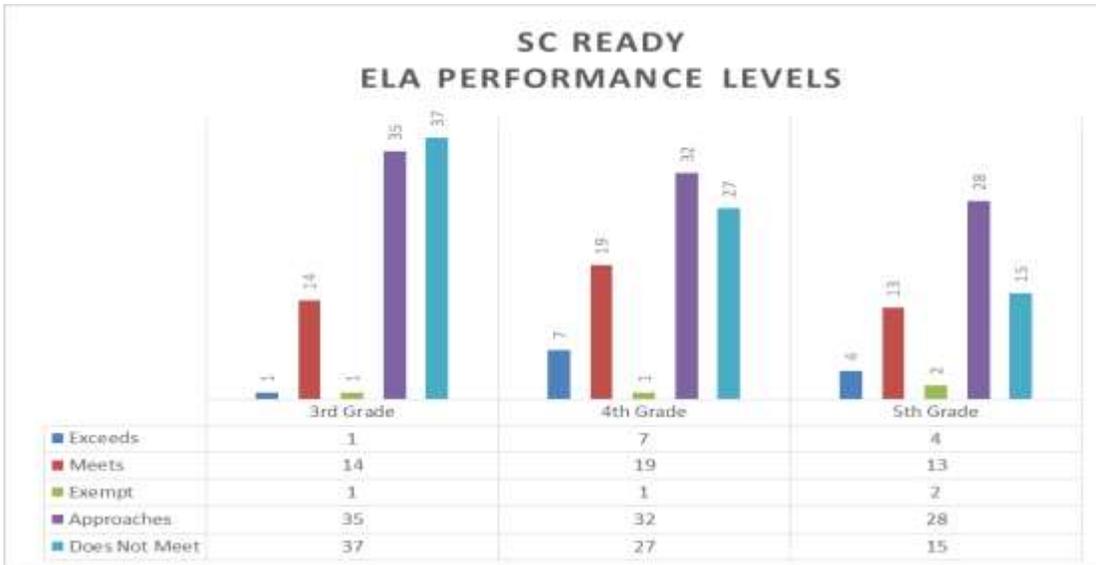
Grand Total	9.30%	17.44%	34.88%	38.37%	100.00%
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The following graph presents the same information above.



5th Grade SC Ready ELA – Spring, 2016

Grade	Exceeds		Meets		Exempt		Approaches		Does Not Meet		Grand Total	
3	1.14%	1	15.91%	14	1.14%	1	39.77%	35	42.05%	37	100.00%	88
4	8.14%	7	22.09%	19	1.16%	1	37.21%	32	31.40%	27	100.00%	86
5	6.45%	4	20.97%	13	3.23%	2	45.16%	28	24.19%	15	100.00%	62
Grand Total	5.08%	12	19.49%	46	1.69%	4	40.25%	95	33.47%	79	100.00%	236



In the spring of 2016, 5th grade assessed 62 students using the SC Ready ELA (2 students were exempt because of entry date into the United States). 4 students, or 6.45%, exceeded expectations, while 13 students, or 20.9%, met the expectations of the assessment. 28 students, or 45.6%, were very close and scored approaching. 15 students, or 24.2 %, did not meet expectations on the assessment. A total of 43 students, or 69.2% of the fourth grade students are performing below grade level. The chart below lists strategies that were implemented to promote greater achievement on this assessment.

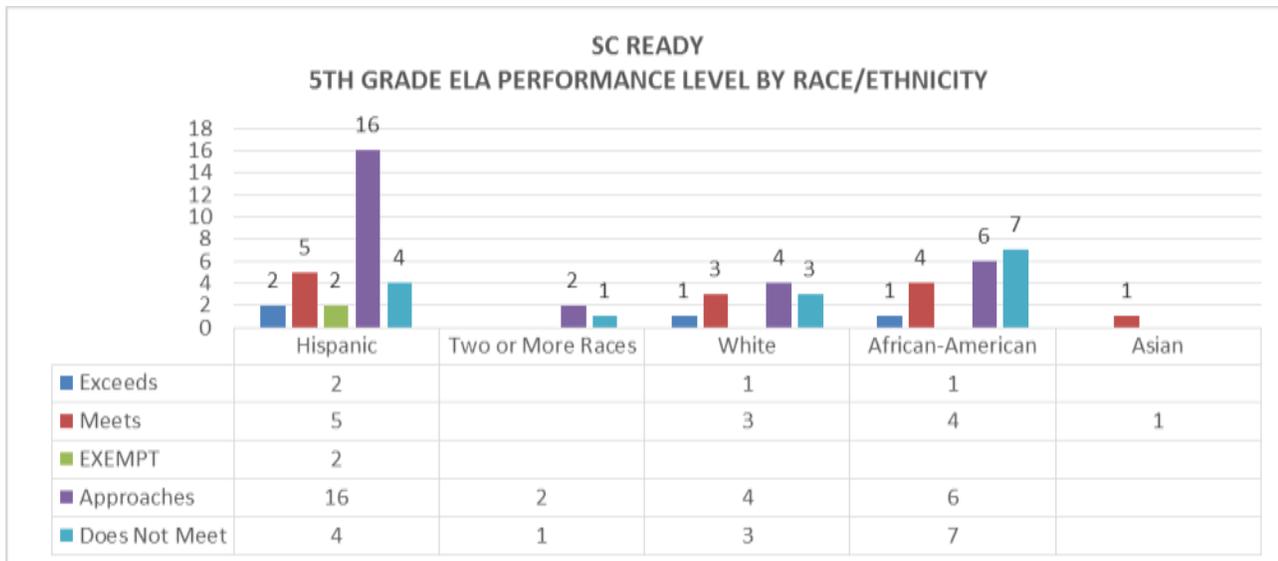
ELA Strategies

Strategy	Measureable By	Target Date
Common Assessment implementation in all grades	<ul style="list-style-type: none"> Common Assessment Item Analysis Report Data Notebooks for all grade levels 	Weekly, September - May
Weekly Test Prep	<ul style="list-style-type: none"> Students will complete weekly test-taking strategies assessment 	October - May
Improve implementation and fidelity of Balanced Literacy Program	<ul style="list-style-type: none"> Observations Lesson plans Growth in Fountas and Pinnell Levels 	September - May
Continue Literacy Intervention Support (Reading Interventionists, St. Augustine Literacy Program Volunteers, Furman University Volunteers,)	<ul style="list-style-type: none"> AIMS Web Progress Monitoring Observations ERI/RTI/LLI Great Leaps Program Weekly Cold Reads 	September - May

5th Grade SC Ready ELA scores by Race/Ethnicity

Race/Ethnicity	Exceeds	Meets	EXEMPT	Approaches	Does Not Meet	Grand Total
Hispanic	2	5	2	16	4	29
Two of More Races				2	1	3
White	1	3		4	3	11
African-American	1	4		6	7	18
Asian		1				1
Grand Total	4	13	2	28	15	62

Race/Ethnicity	Exceeds	Meets	EXEMPT	Approaches	Does Not Meet	Grand Total
Hispanic	6.90%	17.24%	6.90%	55.17%	13.79%	100.00%
Two of More Races	0.00%	0.00%	0.00%	66.67%	33.33%	100.00%
White	9.09%	27.27%	0.00%	36.36%	27.27%	100.00%
African-American	5.56%	22.22%	0.00%	33.33%	38.89%	100.00%
Asian	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%
Grand Total	6.45%	20.97%	3.23%	45.16%	24.19%	100.00%

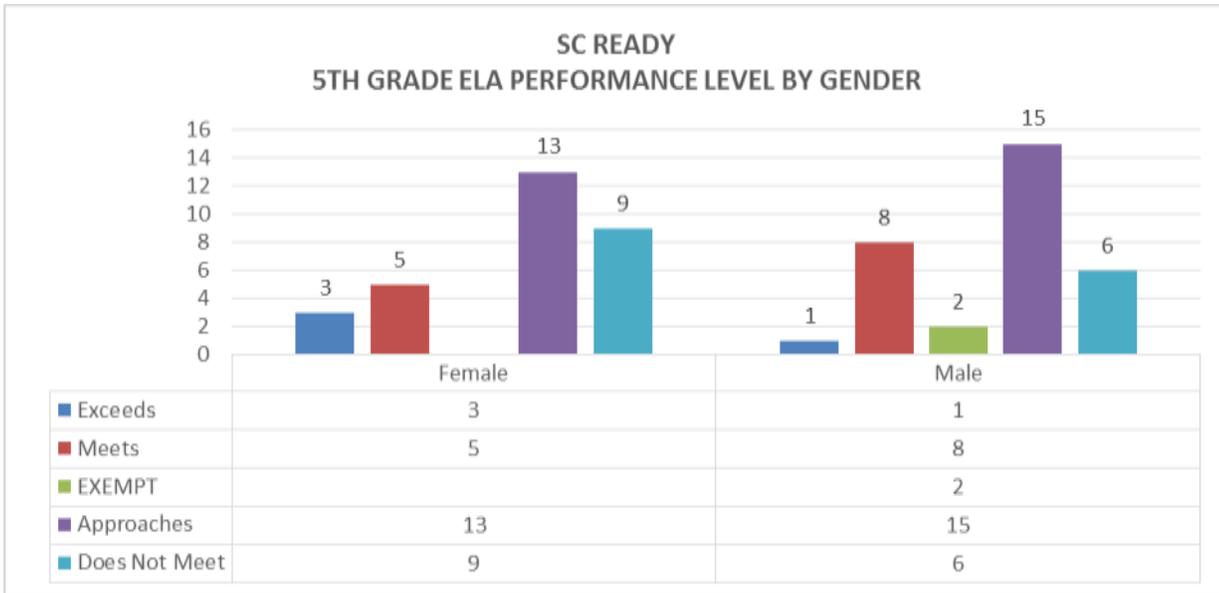


When viewing the 62 5th grade students' results by ethnicity, we see that the largest population, 29 students, is Hispanic. There were 18 African-American students, 11 white students, 1 Asian, and 3 students that were two or more races. Only 4 students (2 Hispanics, 1 White, and 1 African-American) exceeded expectations. A total of 13 students (5 Hispanics, 3 Whites, 1 Asian, and 4 African-Americans) met expectations. 20 Hispanic students, or 68.8%, scored not met or approaching. 13 African-American students, or 72.1%, scored not met or approaching. 7 White students, or 63.5%, scored not met or approaching. 2 students of two or more races students, or 100%, scored not met or approaching.

SC Ready ELA scores by Gender

Gender	Exceeds	Meets	EXEMPT	Approaches	Does Not Meet	Grand Total
Female	3	5		13	9	30
Male	1	8	2	15	6	32
Grand Total	4	13	2	28	15	62

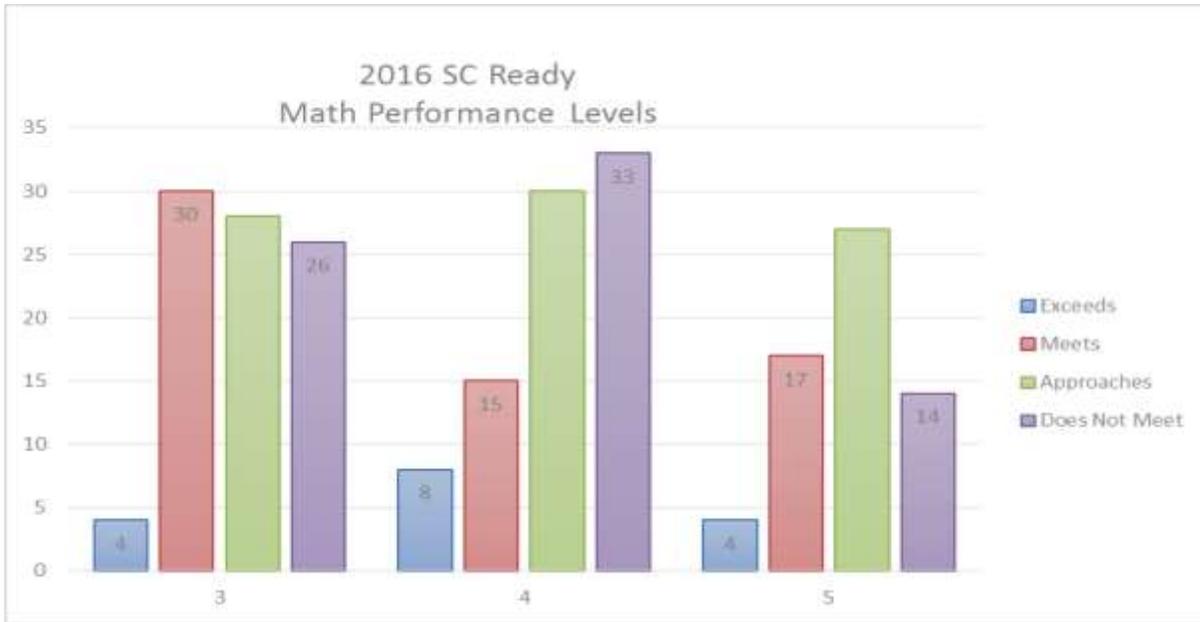
Gender	Exceeds	Meets	EXEMPT	Approaches	Does Not Meet	Grand Total
Female	10.00%	16.67%	0.00%	43.33%	30.00%	100.00%
Male	3.13%	25.00%	6.25%	46.88%	18.75%	100.00%
Grand Total	6.45%	20.97%	3.23%	45.16%	24.19%	100.00%



Thirty-two male students and 30 female students participated in 5th grade ELA testing. Six males and 9 females scored in the does not meet category. Fifteen males and 13 females scored approaching. A total of 43 students, 21 males and 22 females (69.2%) are performing below grade level standards. Five females, or 16.7%, and 8 males, or 25%, met expectations. Four fifth grade students, 3 females and 1 male, exceeded expectations.

5th Grade SC Ready Math – Spring 2016

Grade	Exceeds		Meets		Approaches		Does Not Meet		Grand Total	
3	4.55%	4	34.09%	30	31.82%	28	29.55%	26	100.00%	88
4	9.30%	8	17.44%	15	34.88%	30	38.37%	33	100.00%	86
5	6.45%	4	27.42%	17	43.55%	27	22.58%	14	100.00%	62
Grand Total	6.78%	16	26.27%	62	36.02%	85	30.93%	73	100.00%	236



In the spring of 2016, 5th grade assessed 62 students using the SC Ready Math. Four students, or 6.45% in 5th grade exceeded expectations. Seventeen students, or 27.4% of the fifth grade students met expectations for the assessment. Twenty-seven students, or 43.5%, scored approaching. Fourteen students, or 22.6%, did not meet expectations. A total of 41 students, or 66% of the fifth grade students are performing below grade level. The following chart lists math strategies implemented to promote greater achievement on the math assessment.

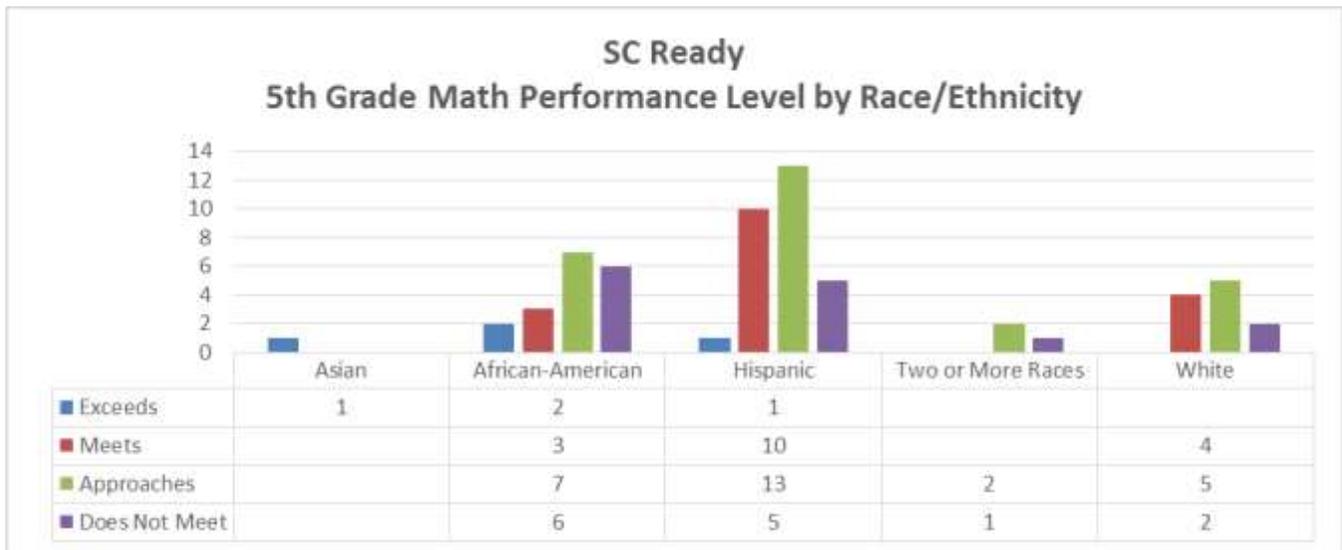
Math Strategies

Strategy	Measureable By	Target Date
Common Assessment implementation in all grades	<ul style="list-style-type: none"> Common Assessment Item Analysis Report Data Notebooks for all grade levels 	Weekly, September - May
Weekly Test Prep	<ul style="list-style-type: none"> Students will complete weekly test-taking strategies assessment 	October - May
Math Minutes (Grades K5 – 5 th will complete daily fluency drills)	<ul style="list-style-type: none"> Pre-test and post-test for results each month. 	October- May
Implementation of Computer Software	<ul style="list-style-type: none"> Program generated progress reports MindPlay IXL Study Island 	October- May

5th Grade SC Ready Math scores by Race/Ethnicity

Race/Ethnicity	Exceeds	Meets	Approaches	Does Not Meet	Grand Total
Asian	1				1
African-American	2	3	7	6	18
Hispanic	1	10	13	5	29
Two-or-more Races			2	1	3
White		4	5	2	11
Grand Total	4	17	27	14	62

Race/Ethnicity	Exceeds	Meets	Approaches	Does Not Meet	Grand Total
Asian	100.00%	0.00%	0.00%	0.00%	100.00%
African-American	11.11%	16.67%	38.89%	33.33%	100.00%
Hispanic	3.45%	34.48%	44.83%	17.24%	100.00%
Two-or-more Races	0.00%	0.00%	66.67%	33.33%	100.00%
White	0.00%	36.36%	45.45%	18.18%	100.00%
Grand Total	6.45%	27.42%	43.55%	22.58%	100.00%



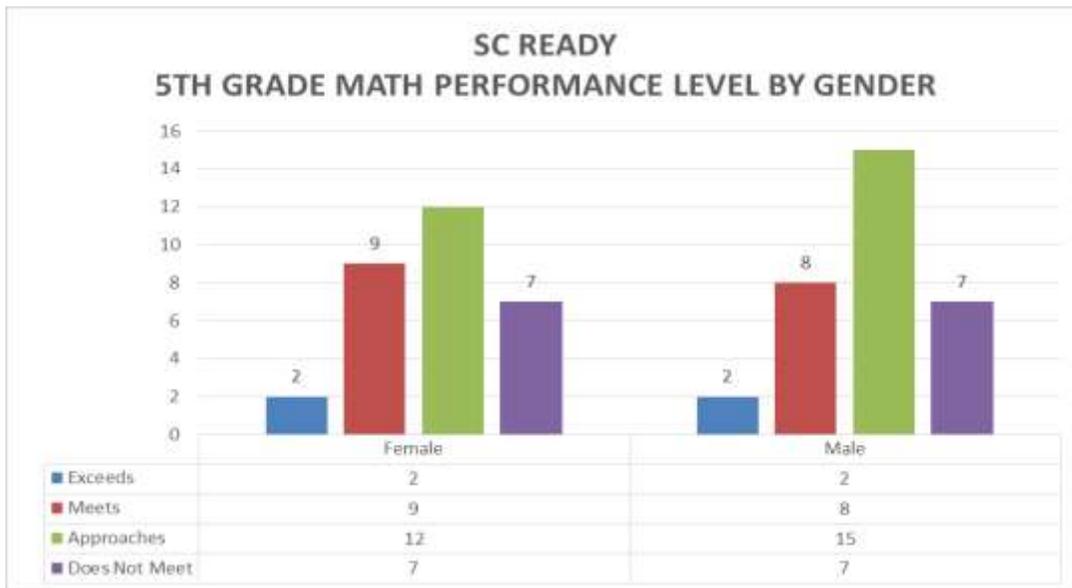
5th grade SC Ready Math results show that the largest population, 29 students, is Hispanic. There were 18 African-American students, 11 white students, 1 Asian student, and 3 students that were one or more races. Two African-American students, 1 Hispanic student, and 1 Asian student exceeded expectations. A total of 17 students (3 African-Americans, 10 Hispanics, and 4 Whites) met expectations. Six African-American students scored did not meet and 7 scored approaching, for a total of 13 students, or 72.1%, not meeting fifth grade standards. Five Hispanic students scored did not meet and 13 scored approaching, for a total of 18 students, or 62%, not meeting fifth grade

standards. Two of the students that were two or more races scored approaching and 1 did not meet expectations. Two white students scored did not meet and 5 scored approaching, for a total of 7 students, or 63.6%, not meeting fifth grade standards. An overall total of 41 students, or 66.1%, of the fourth grade students are performing below grade level in math.

5th Grade SC Ready Math scores by Gender

Gender	Exceeds	Meets	Approaches	Does Not Meet	Grand Total
Female	2	9	12	7	30
Male	2	8	15	7	32
Grand Total	4	17	27	14	62

Gender	Exceeds	Meets	Approaches	Does Not Meet	Grand Total
Female	6.67%	30.00%	40.00%	23.33%	100.00%
Male	6.25%	25.00%	46.88%	21.88%	100.00%
Grand Total	6.45%	27.42%	43.55%	22.58%	100.00%



On the SC Ready Math assessment, 32 male students and 30 female students participated in 5th grade Math testing. Four fifth grade students, 2 males and 2 females, exceeded expectations. Nine females, representing 30%, and 8 males, or 25%, met expectations. Seven males and 7 females scored in the does not meet category. Fifteen males and 12 females scored approaching. A total of 41 students, 22 males and 19 females (66.13%) are performing below grade level standards.

5th Grade SC PASS Science Results

	% Met	% Ex	% Not Met
2014	52%	8%	40%
2015	50%	3%	47%
2016	36.9%	11.4%	51.7%

Science Strategies

Strategy	Measureable By	Target Date
Common Assessment implementation in all grades	<ul style="list-style-type: none"> Quarterly Common Assessment Item Analysis Report Data Notebooks for all grade levels 	October - May
Weekly Test Prep	<ul style="list-style-type: none"> Students will complete weekly test-taking strategies assessment using IXL and Study Island 	October - May
Familiarize students with science vocabulary	<ul style="list-style-type: none"> Quarterly Common Assessment Item Analysis Report 	September- May
Ensure fidelity of Virtual Science Lab	<ul style="list-style-type: none"> Science lab pre-test and post-test for results every quarter. 	October - May

SC PASS Results for Science and Social Studies: 4th and 5th Grades

Fourth and fifth grade students have participated in this state assessment since the spring of 2014. These results (2014-2016) are shown in two tables. The information below states strategies that Cherrydale has put in place to help increase student achievement in these two areas.

Strategy	Measureable By	Target Date
Common Assessment implementation in all grades	<ul style="list-style-type: none"> Quarterly Common Assessment Item Analysis Report Data Notebooks for all grade levels 	October - May
Weekly Test Prep	<ul style="list-style-type: none"> Students will complete weekly test-taking strategies assessment using IXL and Study Island 	October - May
Familiarize students with science vocabulary	<ul style="list-style-type: none"> Quarterly Common Assessment Item Analysis Report 	September- May
Ensure fidelity of Virtual Science Lab	<ul style="list-style-type: none"> Science lab pre-test and post-test for results every quarter. 	October - May

4th Grade and 5th Grade SC PASS: Science Overtime

	% Met	% Ex	% Not Met
2014	52%	8%	40%
2015	50%	3%	47%
2016	36.9%	11.4%	51.7%

The percentage of students scoring Not Met has steadily increased over the years that this test has been administered. The first two years of implementation showed similar percentages of students scoring Met, but that percentage was 14 percent points less in 2016. However, the percent of students scoring Exemplary increased.

4th Grade and 5th Grade SC PASS: Social Studies Overtime

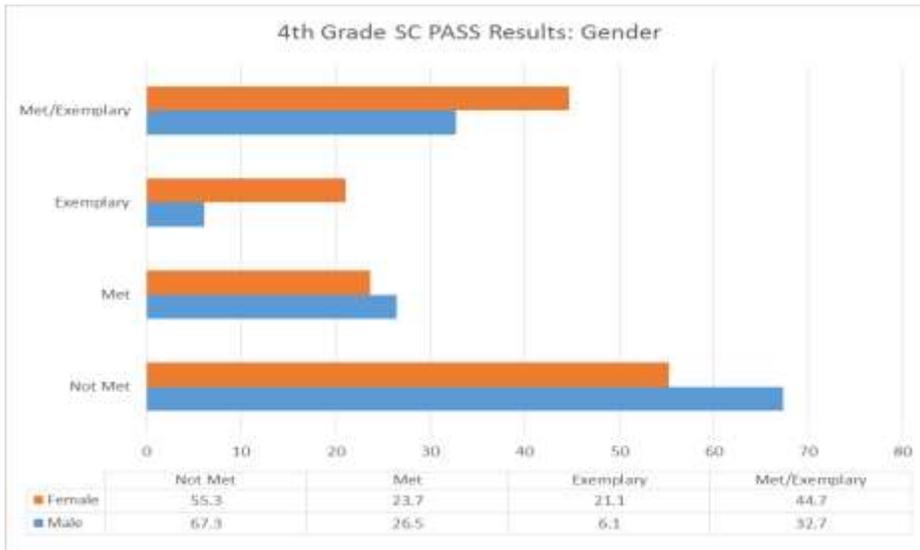
	% Ex	% Met	% Not Met
2014	17%	56%	27%
2015	19%	55%	26%
2016	15.4%	51%	33.6%

The chart shows that over one-half of our students scored Met on this assessment since its administration began. The percentage of students scoring Exemplary is greater in Social Studies than on the Science assessment. Over thirty-three percent of our 4th and 5th graders scored Not Met, the highest percentage over the years shown, while the percentages in the Met and Exemplary decreased.

2016 SC PASS Results

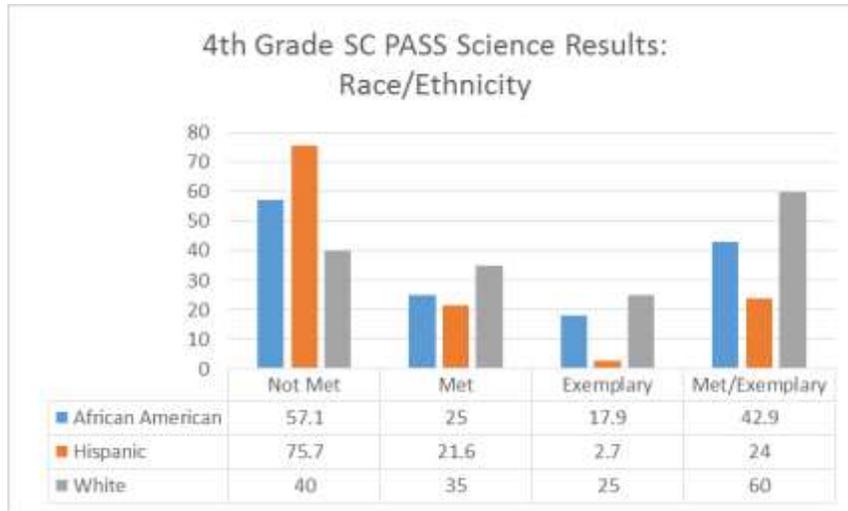
During the 2014-15 school year, GCSD provided equipment and materials to be used in all Title 1 schools to participate in Virtual Science classes once a week. The expectation was (and is) that classes would attend with fidelity to help these students perform better on state assessments which have not been strong over the years. This program is in place this year and Cherrydale students do attend and participate on a regular basis. That said, these are the SC PASS results for 4th and 5th grade in the area of Science.

Fourth Grade: Science



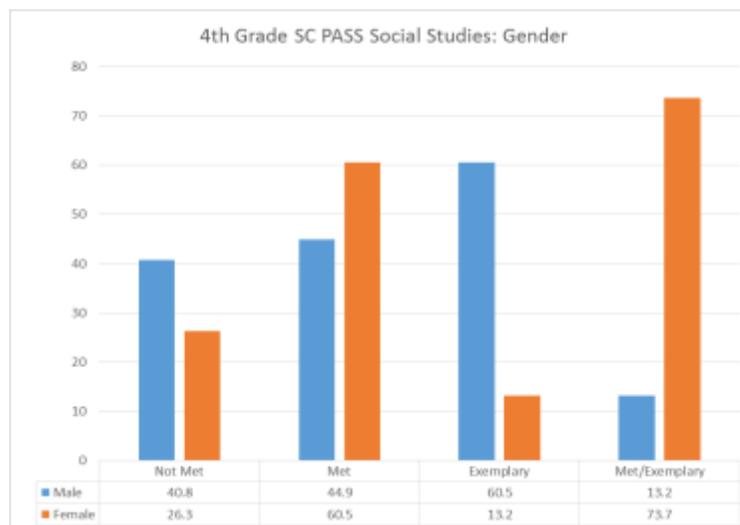
Eighty-seven 4th grade students participated in SCPASS Science testing in the spring of 2016. Of these students, 49 students were males and 38 were females. These female students had more scores to fall in the combined Met/Exemplary category, however over one-half of these students scored Not Met as were the majority (67.3%) of the male students taking the test.

The following graph presents results by race/ethnicity. The highest percentage (75.7%) of students scoring Not Met were the results by our Hispanic students, followed by African American students with 57.1% and White (40%) students. Sixty percent of our White fourth graders scored Met/Exemplary. This percentage represents fifteen of the eighty-seven students participating in testing. Almost eighteen percent of our African American students scored Exemplary which was the highest among the groups represented.

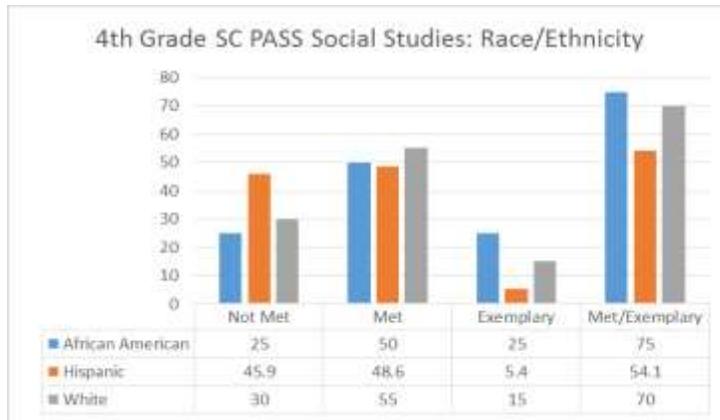


Looking at standards assessed on this test we can see our strengths and weaknesses. Scientific Inquiry and Organisms & Their Environments appear to be weak areas while Astronomy seems to be an area of strength.

Social Studies:

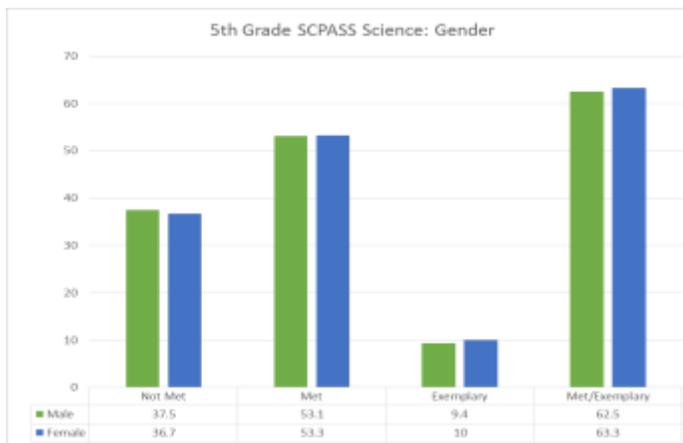


Sixty percent of our fourth grade girls (38) scored in the Met category and 73.7% scoring Met/Exemplary. However fourth grade boys (49) had 60.5% of their scores falling in the Exemplary category. Looking at the standards being assessed on this test, we saw that, overall, Exploration as well as Colonial Conflict are areas of strength. Standards related to the Civil War seem to be areas of weakness. The following graph presents Social Studies results by race/ethnicity.

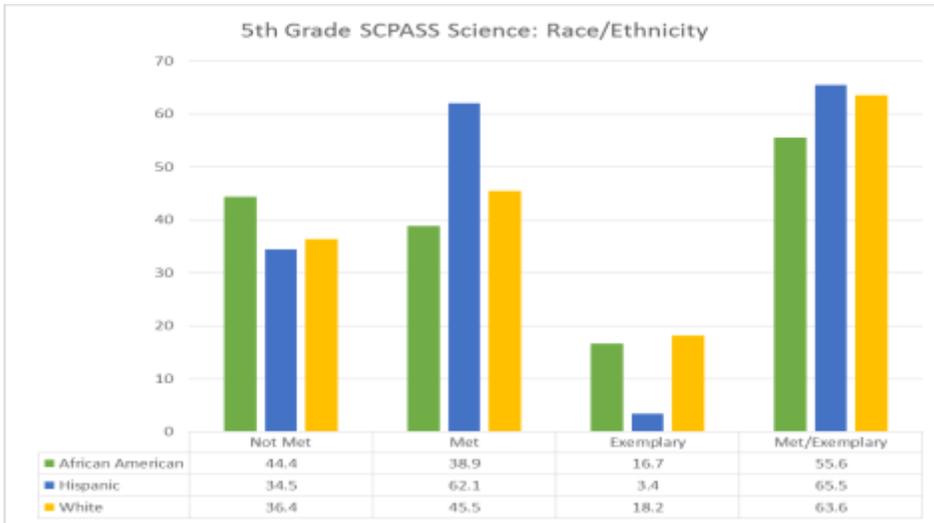


Results by race/ethnicity are very similar among the three groups represented when looking at results in the Met category. As with science results, our Hispanic students seem to have had the most difficulty on this assessment. Scores in the Met/Exemplary categories are again similar among our African American and White groups.

SC PASS Results: 5th Grade

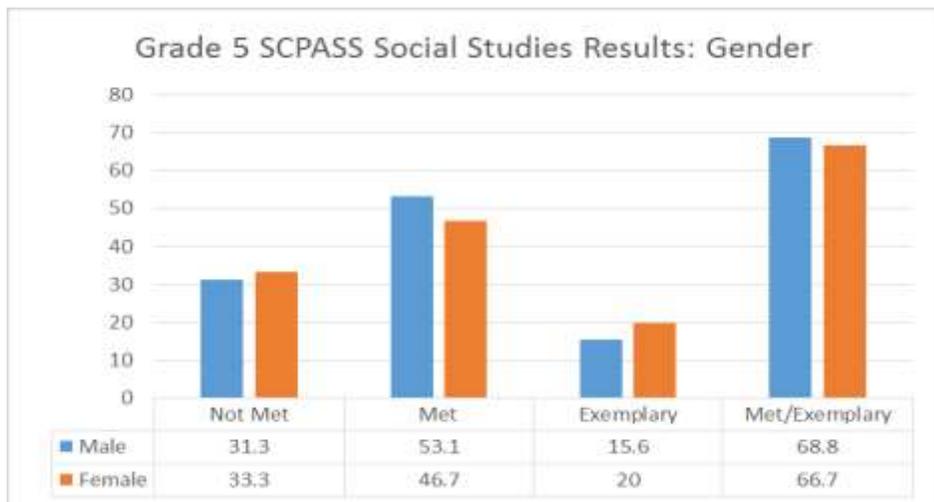


The majority of these students scored in the Met category with male and female students with almost identical results. Female students had slightly more students scoring Exemplary. Results in the Not Met category were almost identical as well. With similar scores in the previous categories, it is not surprising that the percent of scores in the Met/Exemplary category are nearly the same as well. Looking at grade level standards that were assessed, results indicate that Forces & Motion (38.7%) followed by Landforms & Oceans (30.6%) were areas of weakness. Properties of Matter appeared to be areas of strength followed by Ecosystems: Terrestrial and Aquatic. This is the second year that these students have participated in weekly virtual science classes implemented by our school district.

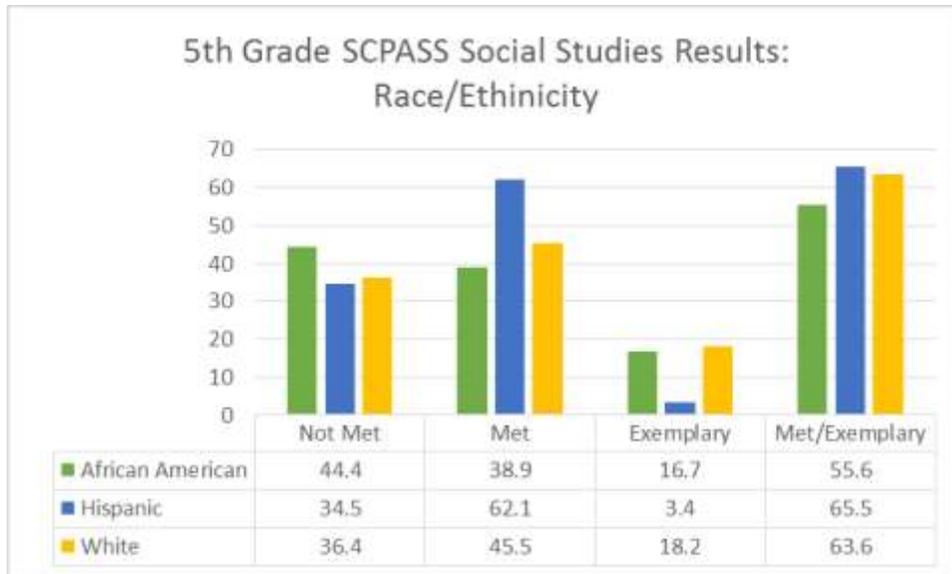


The majority of students in 5th grade are Hispanic (29 of 62). These students scoring primarily in the Met range of scores. A few more than one-half of them scored Not Met. One student scored Exemplary. The majority on our African-American students scored Not Met. Just over Thirty-eight percent of them score Met and just over 16% scored Exemplary. The percent of students scoring in the Exemplary category were very similar among our African-American and White students.

Social Studies results are shown in the following graphs.



Although the percentage of scores in the Met/Exemplary category is approaching 70%, this is due to the percentage of students scoring Met. Approximately one-third of both male and female students scored Not Met. We continue to have low percentages of students scoring Exemplary.



Sixty-two percent of our Hispanic fifth graders scored Met with 34.5% scoring Not Met. The highest percentage of students scoring Not Met was found among our African American fifth graders. This student groups also had the lowest percentage scoring Met, However 16.7% did score Exemplary. White fifth grade students scored in the middle: not the highest percent scoring Not Met or Met or Met/Exemplary. This group did, however, have the highest percentage scoring Exemplary. Looking at results standard by standard, those concerning the Cold War Era appear to be an area of weakness. Just over thirty percent of our students' scores were *low* in test items on this standard. Twenty-nine percent of the scores were *high* on test items concerning Reconstruction. Score percentages (from 43%-66%) were high enough that all students would benefit from additional activities to enhance their learning achievement.

School Climate

The following survey results as reported on the Cherrydale’s School Report card for the 2014, 2015 and 2016 school years.

	Teachers			Students			Parents		
	2014 (38)	2015 (30)	2016 (44)	2014 (61)	2015 (70)	2016 (62)	2014 (47)	2015 (50)	2016 (40)
Number of Responses to survey									
1. Percent satisfied with learning environment	94.8	70.0	100.0	96.8	99.0	98.3	87.3	90.0	97.5
2. Percent satisfied with social and physical environment	94.9	69.0	95.4	95.0	86.0	96.7	81.8	92.0	92.3
3. Percent satisfied with home-school relationships	87.2	70.0	65.9	91.8	96.0	96.7	71.1	90.0	82.1

The number of responses from each group has fluctuated greatly over the years so much so that it is difficult to see a pattern. It can be stated that teachers and parents are less satisfied with home-school relationships than the fifth grade students that responded. The number of teachers and parents responding are less than the number of students that responded. The number of teachers responding to the survey was the lowest in 2015 as was 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. 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

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 ELA

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 ELA as measured by SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in ELA 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	29.9	34.9
School Actual	24.9		
District Projected	X	53	56
District Actual (ES only)	50		

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	37.9	42.9
School Actual	32.9		
District Projected	X	59	63
District Actual (ES only)	56		

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 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100%		
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 data for 2015-16.

% Tested ELA – District Grades 3-5	Baseline 2015-16	2016-17	2017-18
Projected Performance	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 data for 2015-16.

% Tested Math – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100%		
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 data for 2015-16.

% Tested Math – District – Grades 3-5	Baseline 2015-16	2016-17	2017-18
Projected Performance	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 data for 2015-16.

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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 48%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 48%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X		49.3	50.3
School Actual	53.8	48.3		
District Projected	X	73.9	74.9	75.9
District Actual (ES & MS)	72.9	71.4		

*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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 66%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 66%.

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

	Baseline 2014-15	2015- 16	2016- 17	2017- 18
School Projected	X		67.4	68.4
School Actual	67.6%	66.4		
District Projected	X	82.2	83.2	84.2
District Actual (ES & MS)	81.2	78.8		

*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.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

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

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	37 th percentile	31 th percentile	28 th percentile	

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	35 th percentile	31 th percentile	21 st percentile	

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	60 th percentile	

Mathematics	2014-15	2015-16	2016-17	2017-18
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District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile	51 st percentile	48 th percentile	

PROFESSIONAL DEVELOPMENT

- Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL:

ANNUAL OBJECTIVE:

DATA SOURCE(S):

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

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	97.5	97.0	97.0	95.8	96.0		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

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 97.8% in 2012 to 98% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 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	87.3	87.8	88.3	88.8	89.3
School Actual	97.8	82.8	87.3	87.8	88.3		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

STUDENT SATISFACTION – LEARNING ENV.

- Student Achievement
 Teacher/Administrator Quality
 School Climate
 Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 76.3% in 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	98.6	98.3		
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)	83.8 (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 89.4% by 2018.

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

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	81.4	83.4	85.4	87.4	89.4
School Actual	93.3%	79.4%	94.9%	70%	100%		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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 #20

	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	92.3		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	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 95.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 2 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	87.7	89.7	91.7	93.7	95.7
School Actual	100%	85.7	95	85.7	96.7		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

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 95.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 2 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 #42

	Baseline 2011-12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	87.3	89.3	91.3	93.3	95.3
School Actual	100%	85.3	94.9	68.9	95.4		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

Strategies for Action Plan 2017-18

GOAL 1: 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. 2017- May '18	Administration Instructional Coach Teachers	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. 2017- May '18	Administration Instructional Coach Teachers	None	N/A	Professional Development calendar	Highly Effective Continue as is
3. Continued school-wide implementation of Fountas and Pinnell/Balanced Literacy model.	Sept. 2017- May '18	Instructional Coach 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. 2017- May '18	Instructional Coach Classroom teachers	None	N/A	Lesson plans Observations	Highly Effective Continue as is
5. Use of Accelerated Reader to encourage student reading and improve fluency and comprehension	Sept. 2017- May '18	Instructional Coach Classroom teachers Media Specialist	None	N/A: License up-to-date	Weekly Accelerated Reading Progress reports Maintenance of Accelerated Reader Student Progress 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	Sept. 2017- May '18	Administration Literacy Specialist Interventionist	None	N/A	Progress monitoring of students Benchmarks administered 3x per	Moderately Effective

services					year	
7. Continued use of LLI in Intermediate classes for intervention services	Sept. 2017- May '18	Administration Literacy Specialist Interventionist	None	N/A	Progress monitoring of students Benchmarks administered 3x per year	Moderately Effective
8.. Provide ESOL support at each grade level to address needs of ESOL students	Sept. 2017- May '18	Principal ESOL Teachers	Teacher salary	District	Classroom rosters	Highly Effective Continue as is
9. Utilize Compass Odyssey Learning to increase student achievement	Sept. 2017- May '18	Administration Computer Lab Teachers	Salary \$48,781	Title 1	Compass Reports MAP scores and reports Lesson plans	Highly Effective Continue as is
10. Continued use of Mock Practice SC Ready assessment Students in grades 2-5	February 2018 March 2018	Administration Classroom teachers Instructional coach	N/A	N/A	Analysis of prompt results	Highly Effective Continue as is
11. Provide an additional Reading Interventionist for the intermediate grades	Sept. 2016- May '17	Principal	\$58,834	Title 1	Documentation Schedule for classroom lessons and small groups	Highly Effective Continue as is
12. MAP results will be analyzed to identify areas of weakness in Math	Sept. 2017- May '18	Administration Classroom teachers Instructional coach	None	N/A	Lesson plans indicating RIT band group activities	Highly Effective Continue as is
13. Utilize technology to increase student achievement through Compass Odyssey	Sept. 2017- May '18	Principal Computer Lab teacher	N/A	N/A	Compass Odyssey reports	Highly Effective Continue as is
14. Include Science and Social Studies lessons in Compass Odyssey Computer Lab periods	Sept. 2017- May '18	Principal Computer Lab teacher	N/A	N/A	Compass Odyssey reports	Moderately Effective, will continue
15. Continued Implementation of ERI in 5K	Sept. 2017- May '18	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. 2017- May '18	Administration	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. 2017- May '18	Administration	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. 2017- May '18	Administration	N/A	N/A	Documentation of contact with teachers regarding requirements as needed	Highly Effective Continue as is

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>Effective-ness of Strategy</u>
1. Weekly newsletters will continue to be sent home every Thursday informing students and families of school activities	Sept.'17-May '18	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.'17-May '18	Administration Title I Facilitator	\$1,500.00	District Title 1	Committee rosters Meeting minutes	Highly Effective Continue as is
3. Continue Parenting Partners meetings to support parents with parenting skills, literacy skills, budgeting and other assistance	Sept.'17-May '18	Principal Title I Facilitator Guidance Counselor Behavior Interventionist	\$2,840	Title 1	Participation/sign in sheets	Highly Effective Continue as is
4. Continue to implement annual Math/Science and ELA/Social Studies Family Nights.	Sept.'17-May '18	Administration Title I Facilitator Parent Involvement Coordinator	\$6,000	Title 1	Participation/sign in sheets	Highly Effective Continue as is
5. Parent Involvement Liaisons to assist with interpretation at conferences, IEP meetings, Parent Power meetings, and other activities	Sept.'17-May '18	Administration Title I Facilitator Classroom teachers	\$1,402.00	Title 1	Time sheets	Highly Effective Continue as is
6. Strengthen collaboration with parents and the community. Timely informational materials will be mailed to homes to support student learning through parent compacts, newsletters, and the school calendar	Sept.'17-May '18	Parent Involvement Coordinator Title 1 Facilitator Classroom teachers	\$1,600.00	District Title 1	Copies of signed Compacts, classroom newsletters, mast mailing list Postage receipts	Highly Effective Continue as is

Professional Development

Cherrydale Elementary School's professional development begins in the summer prior to the beginning of the coming school year. Teachers are encouraged to attend the Upstate Technology Conference and as well as Summer Academy for as many days as possible.

Date	Meeting	Facilitator(s)	Time
August 24, 2016	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:	Administration	3:00-4:00

	Meeting IEP Expectations in the Classroom	Special Ed. teachers	
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

Topics for 2016-17

- ELA (Balanced Literacy, teaching writing strategies)
- Technology (Software, classroom implementation, Google Classrooms/Active Expressions, Promethean tips and tricks, iPads in classrooms)
- Special Ed/ELL (IEP Process, Accommodations, Assessment Modifications)
- Stetson Training
- Student Centered Learning

Most of our professional development was focused in SAMR training and using Google in the classroom (Google Forms, Google Docs, etc.) and Stetson training for the staff.

Cherrydale Elementary School

Professional Development Calendar

2017-2018

Date	Meeting	Facilitator(s)	Time
August 15	Orientation	Debra Johnson	8:30 -2:00
August 16	One to One Technology	Avis Duck	9:00-12:00
August 17	Study Island	Dr. Sharolyn Simmons	9:00 – 11:00
August 23	Faculty Meeting	Administration	3:00-4:00
August 30	Faculty Meeting	Administration	3:00-4:00
September 6	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
September 6	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
September 6	Grade Level Planning	Grade Level Chairs	3:00-4:00
September 13	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
September 13	Faculty Meeting	Administration	3:00-4:00
September 20	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
September 20	Balance Literacy	Literacy Mentors	3:00 – 4:00
September 27	Faculty Council	Administration	3:00-4:00
October 4	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
October 4	Grade Level Planning	Grade Level Chairs	3:00-4:00
October 11	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
October 11	Faculty Meeting	Administration	3:00-4:00
October 18	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
October 18	Writing Workshop	GCSD Administration	3:00-4:00
October 25	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
October 25	Faculty Council	Administration	3:00-4:00
November 1	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
November 1	Grade Level Planning	Grade Level Chairs	3:00-4:00
November 8	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
November 8	Faculty Meeting	Administration	3:00-4:00
November 15	Coaches Corner	Kimberly Black	Grade Level

		Veronica Carter	Planning
November 15	Writing Workshop 2	Administration	3:00-4:00
November 29	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
November 29	Faculty Council	Administration	3:00-4:00
December 6	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
December 6	Grade Level Planning	Grade Level Chairs	3:00-4:00
December 13	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
December 13	Faculty Meeting	Administration	3:00-4:00
January 3	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
January 3	Grade Level Planning	Grade Level Chairs	3:00-4:00
January 10	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
January 10	Faculty Meeting	Administration	3:00-4:00
January 17	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
January 17	Writing Workshop 3	GCSA Administration	3:00-4:00
January 24	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
January 24	Faculty Council	Administration	3:00-4:00
January 31	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
February 7	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
February 7	Grade Level Planning	Grade Level Chairs	3:00-4:00
February 14	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
February 14	Faculty Meeting	Administration	3:00-4:00
February 21	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
February 21	Writing Workshop 4	GCSA Administration	3:00-4:00
February 28	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
February 28	Faculty Council	Administration	3:00-4:00
March 7	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
March 7	Grade Level Planning	Grade Level Chairs	3:00-4:00
March 14	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
March 14	Faculty Meeting	Administration	3:00-4:00

March 21	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
March 21	Writing Workshop 5	GCSA Administration	3:00-4:00
March 28	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
March 28	Faculty Council	Administration	3:00-4:00
April 11	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
April 11	Faculty Meeting	Grade Level Chairs	3:00-4:00
April 18	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
April 18	Testing Training	STC	3:00-4:00
April 25	Coaches Corner	Kimberly Black Veronica Carter	Grade Level Planning
April 25	Faculty Council	Administration	3:00-4:00
May 4	Grade Level Planning	Grade Level Chairs	3:00-4:00
May 11	Faculty Meeting	Administration	3:00-4:00
May 18	Faculty Council	Administration	3:00-4:00
May 25	Faculty Meeting	Administration	3:00-4:00

- July 11-12: Upstate Technology Conference
- July 17– 20: Summer Academy
- Cherrydale Leadership Team – TBD
- Throughout the summer, our teachers are work toward completing graduate classes, A.L.I.V.E. or INTEL 2 classes, as well as meeting in grade teams to prepare for the coming school year.

The school calendar for the 2017-18 school year is currently on hold. Once the calendar is made official, adjustments will be made to reflect teacher work days, student

2015-16 School Report Card:

<http://ed.sc.gov/data/report-cards/state-report-cards/2016>

