Chandler Creek Elementary School

"Building a Community of Champions"

School Portfolio

Scope of Strategic Plan: 2018-19 through 2022-23

Jane Mills, Principal

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Greenville County Schools

Dr. Burke Royster, Superintendent

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Chandler Creek Elementary
SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*
SCHOOL RENEWAL ANNUAL UPDATE FOR 2020-2021 *(one year)*

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

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

PRINCIPAL

Mrs. Jane R. Mills	*Jane R Mills*	
PRINTED NAME	**SIGNATURE**	**DATE**
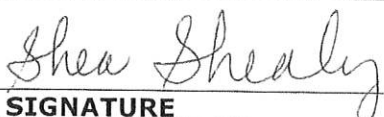
CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells	*Lynda Leventis-Wells*	
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Lindsay Stevens/ Mrs. Ansley Wright Co Chairs	*Ansley Wright*	3/8/21
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Lisa Shea Shealy	*Shea Shealy*	
PRINTED NAME	**SIGNATURE**	**DATE**

STAKEHOLDER INVOLVEMENT FOR SCHOOL RENEWAL

POSITION	NAME
1. Principal	Jane Mills
2. Teacher	Evanne Latta
3. Parent/Guardian	Mandi White
4. Paraprofessional	Lisa Best
4. Community Members	Debbie Pisor
5. School Improvement Council Member	Lindsay Stevens
6. R2S Reading Coach	Shea Shealy
7. R2S Literacy Leadership Team Lead	Shea Shealy
8. R2S Leadership Members	Tracy LeGrand, Jack Awtrey, Jenny Long-Dehlinger, Jane Mills

Administrative Team
Marsha Braga, Assistant Principal
Tyson Wright, Behavior Interventionist
Jack Awtrey, Instructional Coach
Jenny Long-Dehlinger, Instructional Coach

School Counselor
Alicia Keller
Emily Holtzclaw

All Teachers and Professional Staff were included in the process

ASSURANCES FOR SCHOOL PLAN

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

⦿ Yes ○ No ○ N/A	**Academic Assistance, PreK–3** The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
⦿ Yes ○ No ○ N/A	**Academic Assistance, Grades 4–12** The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
⦿ Yes ○ No ○ N/A	**Parent Involvement** The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
⦿ Yes ○ No ○ N/A	**Staff Development** The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
⦿ Yes ○ No ○ N/A	**Technology** The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
⦿ Yes ○ No ○ N/A	**Innovation** The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
⦿ Yes ○ No ○ N/A	**Collaboration** The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
⦿ Yes ○ No ○ N/A	**Developmental Screening** The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
⦿ Yes ○ No ○ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
⦿ Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

⦿ Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.	
⦿ Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.	
⦿ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.	

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Introduction

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

This Strategic Plan is a living document that describes Chandler Creek and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of demographics, needs and school partnerships. The Strategic Planning Guide also describes how we build and utilize our overall action plan for the purpose of increasing student achievement.

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

Executive Summary

Chandler Creek Elementary School, in compliance with state and district requirements, develops an Action Plan for continued school improvement every five years with annual evaluative measures. The Action Plan, written in alignment with the superintendent's vision for our district, profiles specific school objectives and strategies to compliment the five goals outlined in the District Education Plan.

Needs Assessment for Student Achievement
- 47.8% of students in grades 3-5 meet or exceed the expectation in ELA on the SCREADY assessment
- 59.5% of students in grades 3-5 meet or exceed the expectation in Math on the SCREADY assessment
- Trend data shows 3rd grade having the highest achievement in data ELA and Math.
- Trend data shows 5th grade having the lowest achievement data in ELA and Math.
- 53.5% of students in grade 4 scored meets or exceeds expectations in Science on the SCPASS assessment.
- 65.5% of students in grade 5 scored met or exemplary in Social Studies on the SCPASS assessment.
- 41.2% of All Students showed progress based on state measures grades 3-5
- 9.9% of students are served by the Gifted and Talented Program
- 19% of students are served by the ESOL Program

Needs Assessment for Teacher and Administrator Quality
- The average teacher attendance is 94.7 %.
- 82.3% of teachers returned from the previous year.
- We have a strong mentoring program, trained mentors and regular meetings.
- There is a trained mentor in every grade level and special area.
- Professional development plan is developed with input from staff and data with a focus on building teacher leaders and strengthening our instructional program.

Needs Assessment for School Climate
- Student behavior referrals and discipline issues have begun to decrease significantly due to the hiring of a full-time behavioral interventionist.
- Student attendance rate remains steady at around 95%.
- Our annual student retention rate is 0.9 %.
- The percentage of students satisfied with the learning environment has increased annually.
- The percentage of students and parents satisfied with school home relations has shown a continual increase over the past three years.

Chandler Creek's Significant Awards/Honors for The Past Three Years

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

Chandler Creek's Significant Challenges

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

Chandler Creek's prioritized areas for improvement

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

SCHOOL PROFILE

SCHOOL COMMUNITY

Chandler Creek Elementary is part of the Greenville County School District and located in the city of Greer. Situated between Greenville and Spartanburg Counties, and home to the BMW manufacturing plant North America, Michelin North American Headquarters, Mitsubishi Polyester Inc., and the Greenville/Spartanburg Airport, Greer has become one of the fastest growing cities in South Carolina. Many families are choosing to make Greer their home to enjoy a family-friendly downtown, including retail, dining, and entertainment, as well as the Greer City Park which includes a large fountain, amphitheater for public concerts and ceremonies, playgrounds, walking trails, a picnic shelter, and ample green space for family fun. Visitors also enjoy downtown events such as Greer Idol, Greer Family Fest, Oktoberfest, Chili Cook Off, and the Greer Farmer's Market. In 2019-2020, The Greer Center project will continue to add to Greer's growing downtown with a streetscape project that encourages walking, is inviting to pedestrians and cyclists, and provides a plaza for festivals and civic events. The downtown will also become home to a new hotel and parking garage, as well as a newly renovated Kids Planet park for family fun. While enjoying downtown, visitors can also locate several "tube dudes" created by a local artist and displayed throughout the city. Greer also boasts a city stadium, home of youth football, cheerleading, and soccer. During football season, many families head to the Greer High School football stadium to watch their hometown Yellow Jackets play. In addition to watching the football team play, the game provides an opportunity for members of the community to gather and socialize. Cultural opportunities in Greer include the Greer Children's Theatre and the Greer Opry House. Greer is an up and coming community that, while embracing the future of change, is still clinging to the traditions that it holds most dear.

Chandler Creek is a kindergarten (four and five year olds) through fifth grade, public, elementary school located in the former Greer Middle School facility. In 1999-2000, the former Greer Middle School was renovated and expanded for its future use as an elementary school. The student bodies of East Greer Elementary and Tryon Street Elementary, both of which would close and move to the new school, voted for the name of the school to be Chandler Creek Elementary School which comes from combining the location of our school on Chandler Road and nearby Frohawk Creek. Students scheduled to attend the school voted on a mascot and school colors, deciding on the Chandler Creek Champions and school colors of purple and yellow. Our school tagline is "Building a Community of Champions." In August, 1999 we welcomed 630 students to their new school to begin a new tradition of excellence. Today our school has approximately 950 students including in-person and virtual program students.

The facility includes forty-five regular classrooms, six kindergarten classrooms, five resource/speech rooms, a computer lab with thirty stations, science lab, media center, theatre, a full size gymnasium with bleachers, art room complete with a kiln and two rooms for itinerant teachers. Highlights of the school include a kindergarten area, a teacher conference/planning space, Chromebooks in every classroom, three playgrounds, covered walkways, and landscaped gardens.

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

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

As well as having opportunities for parents to become involved, Chandler Creek also has many ways the business community of Greer is involved with the school. Some of these partnerships and programs include:

- Greenville Drive Reading Program
- Greer Police Department G.R.E.A.T. program and Fist Bump Fridays
- Curriculum-based model in library on loan from the James Agency (Visions of Excellence)
- Public Education Partners
- Greer Chamber of Commerce
- Upstate Mentors Greenville

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- Victor United Methodist, Grace United Methodist. Calvary Road Baptist Church

SCHOOL LEADERS

Our principal is Jane R. Mills, who joined the Chandler Creek Elementary School Community in March of 2013. She is a product of Greenville County Schools as a graduate of Greenville High School. Mrs. Mills earned her undergraduate degree at Presbyterian College in Elementary Education and a Master's Degree in School Leadership and Supervision from Clemson University. Mrs. Mills is also a graduate of the South Carolina Executive Institute S.L.E.I. for tenured school principals. Her teaching career began when she worked as a fourth grade teacher working for Department of Defense Dependent Schools in Germany. After teaching first and fourth grade as well as elementary and middle-level science, Mrs. Mills moved into school leadership. She served as the Administrative Assistant at Monaview Elementary and Assistant Principal at Bryson Elementary prior to joining the Chandler Creek Family.

Administrative Assistant, Marsha Braga, is a graduate of Clemson University with a Bachelor's degree in Elementary Education. Mrs. Braga received a postgraduate degree in School Leadership from Furman University. Prior to being an administrator at Chandler Creek, Mrs. Braga taught for 15 years. She started as a 5th grade teacher at Mitchell Road Elementary, then taught science lab at Paris Elementary before going back into the 5th grade classroom. Mrs. Braga is currently in her second year of school administration at Chandler Creek Elementary.

SCHOOL PERSONNEL

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

Our staff consists of 48 teachers/professional staff (41 in-person, 7 virtual program) two of those are for self-contained classes for students in grades K4-5th grade. There are many teachers who see students for intervals of the day including Humanities, Intervention, Spanish, ESOL, Challenge, and Resource. Other support services such as Mental Health Counseling, Occupational and Speech Therapy Services, and Guidance Counseling are also available. Staff also includes a principal, two assistant principals, two instructional coaches, two guidance counselors, secretary, attendance clerk, office clerk, and 2 school nurses. All teachers are certified in the area they teach and are highly qualified.

During the 2019-2020 school year, 51% of our teachers had advanced degrees, and over 80% of our teachers returned from the previous year. Almost 70% of our classrooms were taught by experienced teachers and we had ZERO teacher vacancies for more than 9 weeks.

The data indicates that the ethnicity of the majority of staff at Chandler Creek Elementary falls under the Caucasian category. There is a much smaller percentage under the African American, Hispanic and other.
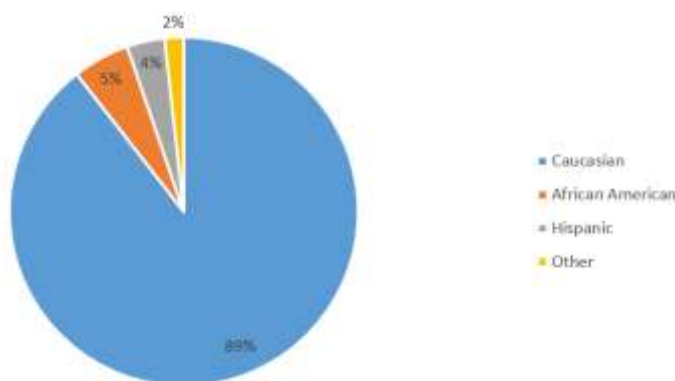
Teacher Attendance 2016-2020	
2016-17	93.5%
2017-18	93.9%
2018-19	91.8%
2019-20	94.7%

STUDENT POPULATION

Chandler Creek Elementary's Student Population Data

Student attendance rates at Chandler Creek Elementary School have remained steady over the past few years. For the 2018-2019 school year, the student attendance rate was 94.9%, which is down 0.5 from the previous year. According to the table below, the student population at Chandler Creek Elementary School is becoming more diverse. The Hispanic and African American population is similar in the number of students at Chandler Creek. The other category (which includes Asian, American Indian, two or more races, Pacific Islander, etc.) has remained steady in recent years. (See attached PDF graph)

Student Counts by Grade

Year	Grade	In-Person Students	Virtual Students	All Students
2020 - 2021	K4	19	0	19
	K5	104	42	146
	01	95	49	144
	02	101	46	147
	03	87	56	143
	04	100	57	157
	05	90	55	145
2020 - 2021 Total		596	305	901

Demographics 20-21

- Asian .01%
- Black 15%
- Hispanic 26%
- American Indian .02%
- Two or more races .07%
- White 50%
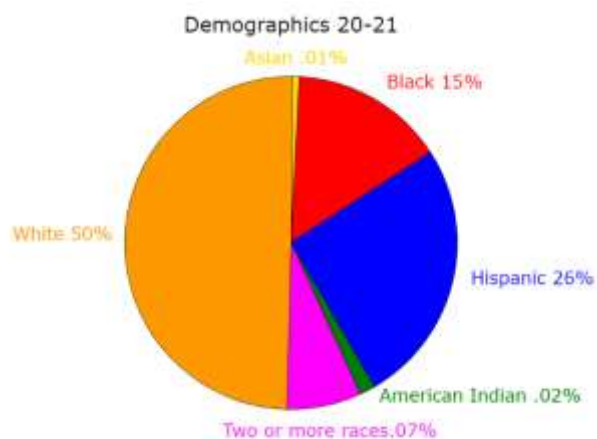
INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

PRIMARY ACADEMIC EDUCATIONAL MODELS:

Balanced Literacy – Balanced Literacy – We teach literacy using our district's Balanced Literacy framework. This includes Reading and Writing Workshops supported by a variety of Language and Word Study components implemented by all Greenville County Schools. Balanced Literacy is designed to provide differentiated teaching that supports students in developing reading and writing proficiency. This model allows for children to be taught in a way that is intended to be more focused on their specific needs while accelerating their progress.

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

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

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

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

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

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

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

Below is a list of other instructional /organizational models used at Chandler Creek:
- Number Talks
- W.I.P and G.E.M.S club
- Student Council
- Mastery Connect

- Performance Assessment System (PAS) – evaluation system for teachers, administrators, instructional coaches, etc.
- Professional Learning Communities
- Capturing Kids Hearts
- R.O.C.K. Star Kindness Club
- Communities in Schools-Afterschool Enrichment program
- CATCH Health and Wellness Program
- Student Chorus
- Hand Bell Choir
- Drama Club
- Engineering Club
- Creek Chicks Girls Running Club
- Sports club
- Teacher Cadets and Service Learning partnerships with students from Greer Charter High School and Greer High School
- Public Education Partners Book Fair

Mission, Vision and Beliefs

Mission Statement:

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

Vision Statement:

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

Beliefs:

- Students achieve best in a safe and inviting environment where they are engaged in learning.

- Students must have highly competent and caring teachers, principals, and support staff.

- Students must have equitable and high-quality educational opportunities that evolve and change to reflect the world around them.

- A successful educational culture empowers students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly.

- A successful educational culture develops students who are empathetic, respectful, resilient, and act with integrity.

- Embracing diversity and inclusion leads to mutual respect and breaks down barriers.

- Education is the shared responsibility of students, home, school, business, and community.

- Curriculum and instruction must meet the needs of all students and prepare each student for success.

- Early reading and mathematical thinking are the foundations for educational success.

- Our educational organization prepares students to value learning and contribute to society, which has a lasting positive impact on our community.

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Data Analysis and Needs Assessment

SC READY

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

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

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

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

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

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

English Language Arts 2018

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets and Exceeds
3	17.2	32.5	30.7	19.6	50.3
4	27.6	29.0	20.7	22.8	43.5
5	24.3	38.2	22.5	15.0	37.5

English Language Arts 2019

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets and Exceeds
3	25.40	21.80	29.60	23.30	52.80
4	22.60	28	20.20	29.20	49.40
5	26.30	34.60	21.20	17.90	39.10

Mathematics 2018

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets and Exceeds
3	14.1	16.6	39.3	30.1	69.4
4	15.9	28.3	24.8	31.0	55.8
5	22.0	25.4	26.0	26.6	52.6

Mathematics 2019

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets and Exceeds
3	10.60	18.30	36.60	34.50	71.10
4	21.40	25.60	33.30	19.60	53
5	21.80	25.60	34.60	17.90	52.60

Science 2018

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets and Exceeds Expectations
4	13.8	31.0	32.4	22.8	55.2

Science 2019

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets and Exceeds Expectations
4	20.8	25.6	31	22.6	53.6

Social Studies 2018

Grade	Not Met	Met	Exceeds	Meets and Exceeds
5	26.0	39.9	34.1	74

Social Studies 2019

Grade	Not Met	Met	Exceeds	Meets and Exceeds
5	36.5	32.7	30.8	63.5

Chandler Creek Elementary School
Professional Development Plan

The school and district provide professional development for teachers and administrators to improve student achievement for continuous improvement. Certified staff members are required to attend 24 hours a year in professional development. The school must offer 12 of those hours on-site. Each certified staff member is responsible for earning the remaining 12 hours on his/her own time at events such as Summer Academy and the Upstate Technology Conference.

All induction teachers are paired with a state-trained mentor to aid in the transition from college to the teaching field. The school district provides training throughout the year for induction teachers. Also, teachers new to our school that transferred from another school also are provided a mentor to provide support during their first year at a new school.

Professional development sessions are aligned with the Educational Plan of Greenville County School District. These opportunities guide the programs through the programs we use at Chandler Creek, including Guided Math, Balanced Literacy, Learning Targets, Capturing Kids Hearts, The International Baccalaureate Program, PLC's and inquiry instruction. All staff members are provided ample opportunities to attend professional development throughout the year and during the summer to broaden their knowledge and skills.

Teachers meet and plan regularly to determine student academic levels, align curriculum to the standards, create common assessments and analyze data. During these meetings, teachers also collaborate on ways to improve scores and share ideas on how to differentiate instruction. Opportunities are also made available for teachers to expand their proficiency in the area of technology.

Chandler Creek will continue to offer program and curriculum support in the upcoming school years. At Chandler Creek support is an important goal. We feel that it is important to assist teachers in the understanding of our curricular programs. There will always be new and innovative ideas that benefit our students, and it is our goal to make sure that our teachers have the tools necessary to enlighten and engage our children. We will continue to assess our performance goals and make changes as the year progresses.

Chandler Creek Professional Development Calendar 2020-2021

Month	Date	Event
August	10	Welcome Back Keynote, 3 Points, Forward, Clarity, # cceTogether
	11	Operational Covid , Return to work Guidelines
	24-28	Plan 1 Overview/ Safety
	Every Friday	Weekly Team Planning, PLC work
September	2	Pas-T and SLO overview
	9	Open/ Team Planning and Check in
	16	"What is Title One?" Data Walks
	23	Faculty Council, Goal Setting, Review of Data Walks
	Every Friday	Weekly Team Planning/ PLC
October	7	Full Faculty, SEL, Self-Care and Classroom Opportunities, United Way
	14	**Small Group Book Studies launch,** *" Unlocking the Power of Classroom Talk"* Coaching Cycles Launch, On TRACK Overview all
	21	Technology (Teacher Choice 1-1)
	28	Faculty Council (Academics/ Operations/ Culture)
	Every Friday	Weekly Team Planning/ PLC
November	4	Full Faculty, SEL, Self-Care and Classroom Opportunities, ACES Tentative
	11	Small Group Book Studies, Coaching Cycles , Ongoing
	18	Technology (Teacher Choice 1-1)
	25	Thanks giving Break
	Every Friday	Weekly Team Planning/ PLC
December	2	Full Faculty, SEL, Self-Care and Classroom Opportunities
	9	Small Group Book Studies, Coaching Cycles , Ongoing
	16	Technology (Teacher Choice 1-1), Faculty Social tba
January	6	Full Faculty, SEL, Self-Care and Classroom Opportunities
	13	Small Group Book Studies, Coaching Cycles , Ongoing
	20	Technology (Teacher Choice 1-1)
	27	Faculty Council (State of the school/ Mid year overview)
	Every Friday	Weekly Team Planning/ PLC
February	3	Full Faculty, SEL, Self-Care and Classroom Opportunities
	10	Small Group Book Studies, Coaching Cycles , Ongoing
	17	Technology (Teacher Choice 1-1)
	24	Faculty Council

	Every Friday	Weekly Team Planning/ PLC
March	3	Full Faculty, SEL, Self-Care and Classroom Opportunities
	10	Small Group Book Studies, Coaching Cycles , Ongoing
	17	Technology (Teacher Choice 1-1)
	24	Faculty Council
	Every Friday	Weekly Team Planning/ OLC
April	14	Full Faculty, SEL, Self-Care and Classroom Opportunities
	21	Small Group Book Studies, Coaching Cycles , Ongoing
	28	Technology (Teacher Choice 1-1)
May	5	State testing Overview/ Proctor Training
	10-28	SC Ready/ PASS Science
	19	Faculty Leadership/ EOY Planning
June	4	Last day of School, Luncheon/ Hail and Farewell
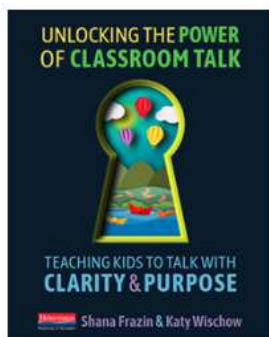
First Semester Book Study, Based on Data Walks, Overview of SC Ready. TE 21, and Map Data, and Teacher PD Survey for ELA and Word Study Work.

"Language, context, and structure" identified as an area of focus with a goal of increasing student engagement and levels of rigor with questioning, conversation, and accountable talk.

Looking ahead to 2020-2021

While the 2020-2021 professional development calendar is not completely set yet, Chandler Creek's professional development priorities will include:

Overall Focus- Student Centered Learning

- Personalized Learning with a Literacy Focus on the GCS Framework
- Planning and Assessment- Rigor
- Social and Emotional Growth- Capturing Kids Hearts
- Quarterly Book clubs on student engagement and motivation

Planned Wednesday Meetings (All subject to change)
1st Wednesday -Whole Faculty Meeting/Professional Development

3rd Wednesday –Vertical Teams- core subject areas

<h2 style="text-align:center; color:purple">School Climate Needs Assessment</h2>

 Each year, staff, parents and students take surveys regarding our school climate. The results are reported on our School Report Card annually. All staff members complete the survey, while only 5th grade students and their parents complete the student and parent surveys. The survey results for 2018-2019 is below.

	Teachers	Students*	Parents*
Number of surveys returned	47	145	70
Percent satisfied with learning environment	93.6%	92.5%	91.4%
Percent satisfied with social and physical environment	95.7%	97.2%	95.7%
Percent satisfied with school-home relations	93.6%	91.6%	73.5%

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

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

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

18-19 SDE School Report Card

Cognia Survey Results-Climate and Culture

18-19

1. Which four of the following words or phrases best describe, in general, what you think of your teachers?

Honest	365	91%
Fun	395	99%
Caring	380	95%
Active	329	82%
Lazy		0%
Curious	112	28%
Don't Care		1%
Mean	4	3%
Fake		1%
Unfair	7	4%
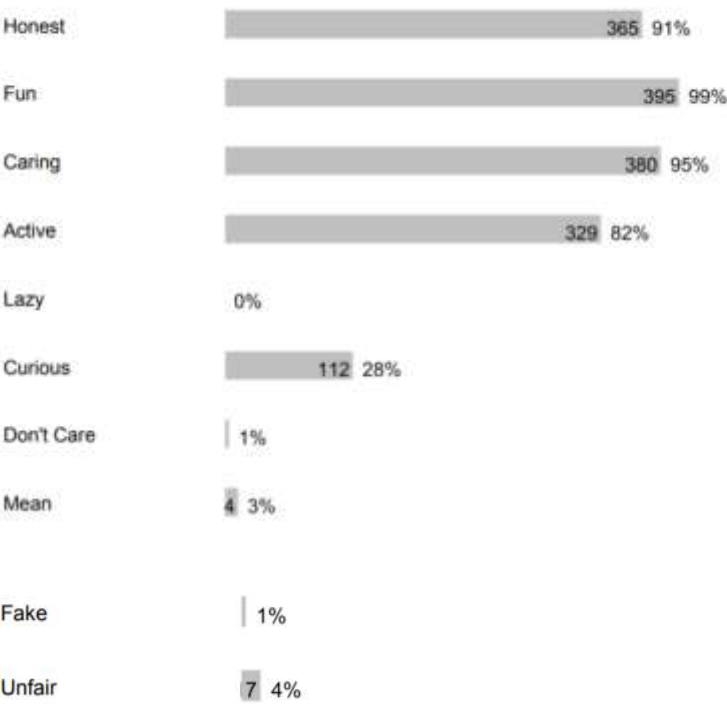
401 respondents

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

Listen to teachers	278	69%
Complete short projects	79	20%
Complete long projects	55	14%
Write	199	50%
Think	211	53%
Memorize	63	16%
Complete worksheets	152	38%
Work with others	259	65%
Work alone	74	18%
Make presentations	36	9%
Take tests	228	57%

3. Which four of the following words would best describe, in general, how you feel while at school?

Happy	280	70%
Angry	20	5%
Challenged	255	64%
Bored	77	19%
Interested	195	49%
Afraid	7	4%
Encouraged	139	35%
Confused	76	19%
Excited	218	54%
Lonely	22	5%
Supported	190	47%
Tired	149	37%

401 respondents

25
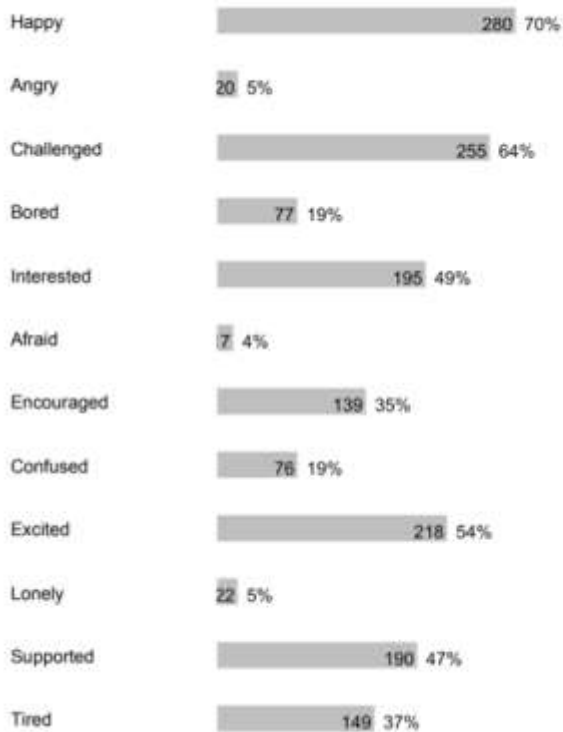
Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:
- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History
- and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

ACTION PLAN

Performance Goal Area 1: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority
Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 38% in 2016-17 to 48.68% in 2022-23. *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1.78% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations **38** (2016-17)	**School Projected Elementary 39.78**	**41.56**	**43.34**	**45.12**	**46.90**	**48.68**

		School Actual Elementary 45.20	47.8	*waiver*			
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 52**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary 52	58	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Effectively use formative and benchmark assessments to inform instruction at a rigorous level	2018-2023	Administrative Team (Principal, Assistant Principals, Instructional Coaches) Classroom Teachers	$0	NA	MasteryConnect usage data (benchmarks and formatives), Teacher Observation Data, Lesson Plans, SLO Data
2. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2020	Administrative Team (Principal, Assistant Principals, Instructional Coaches)	$0	NA	Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds

3. Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018-2023	Administrative Team (Principal, Assistant Principals, Instructional Coaches) Classroom Teachers	$0	NA	Evidence of collaborative planning, evidence documented from classroom observations and lesson plans, specific feedback given to teachers for instructional improvement, Instructional Rounds
4. Intervention will be implemented in grades K5-5th for students who have been identified as at-risk in the area of Reading using FastBridge, Fountas and Pinnell Benchmarks, SCREADY and Mastery Connect data.	2018-2023	K5-5th Teachers Interventionists	$0	NA	Intervention Data Observations
5. Implement coaching cycles to improve common planning and instruction	2018-2020	Instructional Coaches Interventionists	$0	NA	Coaching Cycle artifacts and coaching cycle schedule

Performance Goal Area 1: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 44% in 2016-17 to 52.64% in 2022-23.

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE website and School Report Card	% Meets Expectations and Exceeds Expectations **44** (2016-17)	**School Projected Elementary 45.44**	**46.88**	**48.32**	**49.76**	**51.2**	**52.64**
		School Actual Elementary 60.10	59.5	*waiver*			
SC READY Math SDE website and School Report Card	% Meets Expectations and Exceeds Expectations **54** (2016-17)	**District Projected Elementary 57**	**57**	**60**	**63**	**66**	**69**

		District Actual Elementary 60	63	*waiver*			

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**		**INDICATORS OF IMPLEMENTATION**
1. Enhance student understanding of mathematical concepts and vocabulary through differentiated instruction using Guided Math.	2018-2023	Instructional Coaches District Math Academic Specialist	$0	NA		Lesson plans, professional development, classroom evidence of content vocabulary instruction, Instructional Rounds, Coaching Cycles
2. Effectively use formative an benchmark assessments to inform instruction at a rigorous level	2018-2023	Administrative Team (Principal, Assistant Principals, Instructional Coaches) Classroom Teachers	$0	NA		MasteryConnect usage data (benchmarks and formatives). Teacher Observation Data; Lesson plans, SLO Data
3. Provide professional learning opportunities to build content knowledge and pedagogy	2018-2023	Instructional Coaches District Math Academic Specialist	$0	NA		Evidence of unit and lesson planning, increase the use of MasteryConnect for assessment alignment, evidence of content specific SLO

4. Implement coaching cycles to improve common planning and instruction	2018-2020	Instructional Coaches Interventionists	$0	NA	Coaching Cycle artifacts and coaching cycle schedule
5. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Instructional Coaches Classroom Teachers	$0	NA	MasteryConnect Reports

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*
        ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**	59.40	62.40	65.40	68.40	71.40
		School Actual Elementary 56.40	53.5	*waiver*			

SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	63	66	69	72	75
		District Actual Elementary 60	64	*waiver*			

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**	
1. Provide strategy and content support for teachers	2018-2023	Instructional Coaches	$0	NA	District and school-based professional development offerings that provide best practice strategies and content to teachers	
2. Use assessment data to drive instruction (test scores, formative and summative assessments, benchmark assessments)	2018-2023	Instructional Coaches, teachers, administrators	$0	N/A	Item analysis, observations, lesson plans, PLC minutes, data team meetings	
3. Provide data-driven professional development to all staff (based on SCPASS data)	2018-2023	Instructional Coaches, district support staff, administrators	$0	N/A	Strand data analysis, lesson plans, observations, PD plan	

Performance Goal Area 1: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Enrolled School	Reading MAP - 2nd Grade			
Winter MAP 2020-2021	At or Above Criteria			
Criteria = RIT ≥ 188	No		Yes		Total
72nd percentile and above	Count	Row N %	Count	Row N %	Count
Chandler Creek Elementary	73	75%	24	25%	97

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations 26% (2016-17)	**Projected Hispanic 28.44**	28.44	30.88	33.32	35.76	38.20
SC READY ELA SC SDE Website		**Actual Hispanic 38**	38	*waiver*			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 36**	36	39	42	45	48

SC READY ELA SC SDE Website		**District Actual Hispanic 34**	**40**	*waiver*			
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations 20% (2016-17)	**Projected AA 22.78**	**25.56**	**28.34**	**31.12**	**33.90**	**36.68**
SC READY ELA SC SDE Website		**Actual AA 28**	29	*waiver*			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	**District Projected AA 25**	**25**	**28**	**31**	**34**	**37**
SC READY ELA SC SDE Website		**District Actual AA 25**	**31**	*waiver*			
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations 13% (2016-17)	**Projected SWD 16.16**	**19.32**	**22.48**	**25.64**	**28.80**	**31.96**
SC READY ELA SC SDE Website		**Actual SWD 12**	5	*waiver*			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	**District Projected SWD 14**	**14**	**17**	**20**	**23**	**26**

SC READY ELA SC SDE Website		**District Actual SWD 12**	21	*waiver*			
SC READY ELA SC SDE Website	% Meets Expectations and Exceeds Expectations 15% (2016-17)	**Projected LEP 18.06**	**21.12**	**24.18**	**27.24**	**30.30**	**33.36**
SC READY ELA SC SDE Website		**Actual LEP 36**	36	*waiver*			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP 35**	**35**	**38**	**41**	**44**	**47**
SC READY ELA SC SDE Website		**District Actual LEP 33**	35	*waiver*			
SC READY ELA SC SDE Website	30% Meets Expectations and Exceeds Expectations (2016-17)	**Projected SIP 33**	**33**	**36**	**39**	**42**	**45**
SC READY ELA SC SDE Website		**Actual SIP 38**	39	*waiver*			
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected SIP 38**	**38**	**41**	**44**	**47**	**50**

SC READY ELA SC SDE Website		**District Actual SIP 33**	38	*waiver*			
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations 37% (2016-17)	**Projected Hispanic 38.83**	**40.66**	**42.49**	**44.32**	**46.15**	**47.98**
SC READY Math SC SDE Website		**Actual Hispanic 55**	53	*waiver*			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic 39**	**39**	**42**	**45**	**48**	**51**
SC READY Math SC SDE Website		**District Actual Hispanic 42**	43	*waiver*			
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations 27% (2016-17)	**Projected AA 29.39**	31.78	34.17	36.56	38.95	41.34
SC READY Math SC SDE Website		**Actual AA 39**	40	*waiver*			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	**District Projected AA 27**	**27**	**30**	**33**	**36**	**39**

SC READY Math SC SDE Website		**District Actual AA 28**	30	*waiver*			
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations 17% (2016-17)	**Projected SWD 19.94**	22.88	25.82	28.76	31.70	34.64
SC READY Math SC SDE Website		**Actual SWD 21**	15	*waiver*			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	**District Projected SWD 18**	**18**	**21**	**24**	**27**	**30**
SC READY Math SC SDE Website		**District Actual SWD 16**	20	*waiver*			
SC READY Math SC SDE Website	% Meets Expectations and Exceeds Expectations 32% (2016-17)	**Projected LEP 34.11**	36.22	38.33	40.44	42.55	44.66
SC READY Math SC SDE Website		**Actual LEP 58**	55	*waiver*			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	**District Projected LEP 40**	**40**	**43**	**46**	**49**	**52**

SC READY Math SC SDE Website		**District Actual LEP 42**	46	*waiver*			
SC READY Math SC SDE Website	35% Meets Expectations and Exceeds Expectations TBD (2016-17)	**Projected SIP 38**	**38**	**41**	**44**	**47**	**50**
SC READY Math SC SDE Website		**Actual SIP 54**	51	*waiver*			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected SIP 36**	**36**	**39**	**42**	**45**	**48**
SC READY Math SC SDE Website		**District Actual SIP 38**	43	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023		$0	NA	Evidence of strategies for diverse learners being used in classrooms as indicated by lesson plans, classroom observations and Instructional Rounds

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

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*
        ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	Criterion Reference Measure	**School Projected**					
		School Actual	K5-5th = 73%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			
Fastbridge	Norm Reference Measure	**School Projected**					
		School Actual	K5 – 48% 1st grade – 45%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*			

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**School Projected**		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above
South Carolina MAP Linking Study – February 2018 and July 2020	2018 2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile 2020 2nd grade criteria RIT = 188 72nd percentile 5th grade criteria RIT = 227 65th percentile	**School Actual**	Grade 2 –30 % Grade 5 –32 %	Grade 2 –23 % Grade 5 –26 %	Grade 2 – 25% *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.*		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	**District Projected**		K-5 71 % or above	K-5 71 % or above	K-5 71 % or above	K-5 71 % or above
		District Actual	K-5 – 69%	5K – 52% or above Grade 1 – 57% or above	5K – 52% or above Grade 1 – 57% or above	5K – 52% or above Grade 1 – 57% or above	5K – 52% or above Grade 1 – 57% or above
Fastbridge Kindergarten and Grade 1	Norm Reference Measure	**District Projected**					
	K5 Criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more	**District Actual**	K5 – 50% Grade 1 - 55%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	Grade 2 – 37% *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.*		

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**District Projected**		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018 and July 2020	2018 2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile 2020 2nd grade criteria RIT = 188 72nd percentile 5th grade criteria RIT = 227 65th percentile	**District Actual**	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%			

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Instructional Coaches	$0	NA	Classroom libraries offer a wide selection of texts that reflect students' interests and needs. Teachers lead focused reading conferences and small group work. Students can articulate and demonstrate progress toward their reading goal(s).

2. Implement Balanced Literacy with fidelity.	2018-2023	Classroom Teachers Instructional Coaches	$0	NA	Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3rd grade
3. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Instructional Coaches	$0	NA	Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
4. Utilize focused instructional rounds that engage teams of teachers and administrators in solving a problem of practice related to student learning.	2018-2023	Administrative Team	$0	NA	Documentation of ongoing instructional rounds including implications for instructional growth
5. Continue with intervention such as RTI, Reading Recovery and LLI	2018-2023	Interventionists	$0	NA	Data reports, progress monitoring
6. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.	2020-21	Director of Early Intervention and Student Support			Waiver

Performance Goal Area:	Student Achievement*	Teacher/Administrator Quality*	School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*	District Priority

Gifted and Talented Requires Gifted and Talented: Academic   Gifted and Talented: Artistic   Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   Gifted and Talented: Other

PERFORMANCE GOAL 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report		**School Projected**			**Gender Diversity = Maintain** **Ethnic Diversity = Maintain**	**Gender Diversity = Maintain** **Ethnic Diversity = Maintain**	**Gender Diversity = Maintain** **Ethnic Diversity = Maintain**
GCS Human Resources Department	Baseline established in 2019-2020	**School Actual**		Gender Diversity =yes Ethnic Diversity = yes	Gender Diversity =yes Ethnic Diversity = yes		
Employment report		**District Projected**	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	**District Actual** Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attend Shining Stars annual event for the purposes of finding diverse, qualified teachers for available teaching positions.	2018-2023	Principal	$0	NA	Annual employment report, interview logs, resumes

Performance Goal Area 3:   ☐Student Achievement*   ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	82%	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 80%	**98.6**	*waiver*			
	94%	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100%	**97.9**	*waiver*			
	100%	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

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		School Actual Parents 89.4%	95.4	*waiver*			
SDE School Report Card Survey	**92**	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	**89**	*waiver*			
SDE School Report Card Survey	**98**	**District Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	**97**	*waiver*			
SDE School Report Card Survey	**91**	**District Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	*waiver*			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Share School Safety Plan with stakeholders.	2018-2023	Principal	$0	NA	Safety information on phone blasts, website, handbook, newsletters, meeting minutes
2. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Principal	$0	NA	Tips/Feedback received from multiple stakeholder groups
3. Continue school safety practices such as regular safety drills, regular safety evaluations and school resource officers on-site.	2018-2023	Principal Secretary Plant Engineer	$0	NA	Maintenance department checklist, response logs
4. Continue school safety programs such as Safety Patrols	2018-2023	Teachers Administrators	$0	NA	Safety patrol rosters

Performance Goal Area 3:	☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority
Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other	
PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.	
PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.	
INTERIM PERFORMANCE GOAL: Meet annual targets below.	

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
GCS Expulsion Report	(2016-17) 0.0	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		School Actual 0.0	0	0			
GCS Expulsion Report	(2016-17) **0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual 0.8	1.5	0.9			

Annual Expulsion Rate

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DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**School Actual** **0**	0	0			
	(2016-17) **.04**	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**District Actual** **.04**	**.10**	**.03**			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**

1. Expand and enhance the utilization of Early Warning Systems to proactively intervene with students to limit expellable offenses.	2018-2023	School Teams	$0	NA	GCSource and interventions being used
2. Further develop F.R.I.E.N.D.S of the Creek mentor and tutoring program as well as the W.I.P and G.E.M.S clubs	2018-2023	School Counselors Behavioral Interventionist Principal SIC	$0	NA	Log of mentors
3. Develop processes for promoting extracurricular activities to students in need of connection.	2018-2023	Principal School Club Coordinators	$0	NA	More students participating in extracurricular activities

Performance Goal Area: ☐Student Achievement*   ☐Teacher/Administrator Quality*   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*
☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the Cognia Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	90	**School Projected**	90	90	90	90	90
		School Actual 90	95	89	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic*		
Cognia Climate & Culture Student Survey	89	**District Projected**	90	90	90	90	90
		District Actual 90	90	92	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic*		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Establish protocols among all adults to communicate positively with students (Capturing Kids Hearts)	2018-2023	Administrative Team	$0	NA	Documentation of communicating protocol to staff Training Logs

2. Continue regular and consistent communication with families through conferences, positive phone calls, home visits, classroom newsletters, principal newsletters and websites.	2018-2023	Administrative Team Teachers	$0	NA	Logs of home to school communication Newsletters Teacher and school website
3. Increase family and community involvement through school-based events, such as Lunch and Learn workshops, Real Men Read, Block Parties and more	2018-2023	Administrative Team Teachers SIC	$0	NA	Meeting Agendas Flyers and pictures from events

Performance Goal Area: ☐Student Achievement*   ☐Teacher/Administrator Quality*   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*
        ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 95.4	**School Projected**	**95**	**95**	**95**	**95**	**95**
180th day Attendance Report		**School Actual 95**	95	97			
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
180th day Attendance Report		**District Actual 95**	95	96			

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Use data from GC Source, teacher/staff, and parent referrals to identify at-risk students	2018-2023	OnTrack Team Attendance Clerk Admin team	$0	NA	Students are identified and appropriate supports are assigned
2. Expand G+ initiative through programs/support focused on college and career readiness to encourage attendance	2018-2023	School Counselors	$0	NA	Lesson Plans, Meeting Minutes
3. Encourage attendance through awards day recognition, conferences with parents for those with excessive absences and tardies.	2018-2023	Administration School Counselors Attendance Clerk	$0	NA	Awards Day Agendas, leadership team meetings, conference logs

Performance Goal Area: ☐Student Achievement*   ☐Teacher/Administrator Quality*   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*
          ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the Cognia Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Afraid – 6 % Lonely – 15 % Angry – 7 %	**School Projected**	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7
		School Actual Afraid – 6% Lonely – 15% Angry – 7%	**Afraid 4%** **Lonely 5%** **Angry 5%**	**Afraid 5%** **Lonely 14%** **Angry 14%**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Afraid – 5% Lonely – 10% Angry – 8%	**District Projected**	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 7%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

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