

**Greenville County School District
Cherrydale Elementary School
Strategic Plan
2024-2025 through 2028-2029**



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

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

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Cherrydale Elementary

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 (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 |  | 5/1/2024 |
| PRINTED NAME | SIGNATURE | DATE |

PRINCIPAL

| | | |
|---------------------|---|-------------|
| Mrs. Debra Johnson |  | 04/25/24 |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, BOARD OF TRUSTEES

| | | |
|---------------------|--|-------------|
| Dr. Carolyn Styles |  | 5/1/2024 |
| PRINTED NAME | SIGNATURE | DATE |

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

| | | |
|----------------------|--|-------------|
| Dr. Sharolyn Simmons |  | 4/25/24 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

| | | |
|---------------------|--|-------------|
| Ms. Karisma Cruell |  | 4/25/24 |
| PRINTED NAME | SIGNATURE | DATE |

SCHOOL ADDRESS: 302 Perry Road, Greenville, SC 29609
 SCHOOL TELEPHONE: (864) 355-3300
 PRINCIPAL EMAIL ADDRESS: drjohnso@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

| <u>POSITION</u> | <u>NAME</u> |
|---|--------------------------|
| 1. PRINCIPAL | <u>Debra R. Johnson.</u> |
| 2. TEACHER | <u>Allison Isbell</u> |
| 3. PARENT/GUARDIAN | <u>Hannah Thompson</u> |
| 4. COMMUNITY MEMBER | <u>Regina Coulomb</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL | <u>Sharolyn Simmons</u> |
| 6. Read to Succeed Reading Coach | <u>Karisma Cruell</u> |
| 7. School Read to Succeed Literacy Leadership Team Lead | <u>Karisma Cruell</u> |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
| ** Must include the School Read to Succeed Literacy Leadership Team. | |

| <u>POSITION</u> | <u>NAME</u> |
|---------------------|----------------|
| Community Member | Jasmine Morgan |
| Teacher | Allison Isbell |
| Instructional Coach | Jeanette Hearn |
| Assistant Principal | Hunter McClure |

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

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

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

| | |
|----------------------------------|--|
| <p>Yes No N/A</p> | <p>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).</p> |
| <p>Yes No N/A</p> | <p>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).</p> |
| <p>Yes No N/A</p> | <p>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.</p> |
| <p>Yes No N/A</p> | <p>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.</p> |
| <p>Yes No N/A</p> | <p>Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.</p> |

| | |
|---------------------------|--|
| <p>Yes No N/A</p> | <p>Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.</p> |
| <p>Yes No N/A</p> | <p>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).</p> |
| <p>Yes No N/A</p> | <p>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.</p> |
| <p>Yes No N/A</p> | <p>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.</p> |
| <p>Yes No N/A</p> | <p>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.</p> |

| | |
|---------------------------|--|
| <p>Yes No N/A</p> | <p>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.</p> |
| <p>Yes No N/A</p> | <p>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.</p> |
| <p>Yes No N/A</p> | <p>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.</p> |

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Introduction

During the 2022-2023 school year, Cherrydale updated the School Strategic Plan using the South Carolina State Department guidelines.

Our Faculty Council updated the various sections of the Strategic Plan. Each group looked at data which always drives our instructional decisions. Teams met monthly to finalize all information.

The categories utilized in this school portfolio are:

- Introduction
- Executive Summary
- School Profile
- School History
- Mission, Vision and Beliefs
- Data Analysis and Needs Assessment
- Action Plan

2023-2024 Faculty Council

Debra Johnson

Dr. Hunter McClure

Dr. Sharolyn Simmons

Jeanette Hearn

Karisma Cruell

Ashley Robinson

Jamie Cox

Alexandra Ray

Emily Godfrey

Allison Isbell

Stephanie White

Candi Titus

Angela Walker

Carmen Biosca-Baker

Meghan Strecker

Executive Summary

Summarize findings of student achievement:

- 38% of third through fifth grade students met or exceeded Math on SCReady
- 40.6% of third through fifth grade students met or exceeded ELA on SCReady
- Earned an Good Rating on the 2022-23 School Report Card
- We continue to focus on the growth in student achievement for both Math and ELA, and have made gains in our growth rating.

Summarize findings for teacher and administrator quality

- 100% of Cherrydale administration and staff are highly qualified
- Quality staff development is provided on campus
- Staff development is designed to help teachers maintain highly qualified certification

Summarize findings for school climate

- Needs Assessment for School Climate: (Parent Survey)
 - According to our parent survey from the 2022-23 school report card, 50% of our parents indicated satisfaction with the learning environment.
 - According to our parent survey from the 2022-23 school report card, 75% of our parents indicated satisfaction with the social and physical environment.
 - According to our parent survey from the 2022-23 school report card, 75% of our parents indicated satisfaction with school-home relations.
- Needs Assessment for Teacher and Administrator Quality: (Survey)
 - According to our teacher survey from the 2022-23 school report card, 100% of our teachers indicated satisfaction with the learning environment.
 - According to our teacher survey from the 2022-23 school report card, 98.1% of our teachers indicated satisfaction with the social and physical environment.
 - According to our teacher survey from the 2022-23 school report card, 98.1% of our teachers indicated satisfaction with school-home relations.

We continue to explore ways to improve our overall learning environment with parents and students in order to involve all stakeholders in improving our school climate.

Cherrydale's significant awards, results, or accomplishments from the past three years

- DHEC Grants
- Donors Choose Grant Recipients
- Safe Kids School Award
- Fresh Fruits and Vegetable Grant
- LiveWell Greenville Healthy School
- Palmetto Silver Award for Performance
- Public Education Partners
- Reflections Winner (District and State)
- Safe Kids Award
- Digital Leader Corp

Cherrydale's significant challenges from the past three years

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

School Profile

Cherrydale Elementary School is located in northwest Greenville, South Carolina. It began formal operations during the 2004-05 school year. Cherrydale Elementary School was formed after Cone Primary and Sans Souci Intermediate schools were consolidated into one school in March 2003. Cherrydale Elementary School is a two-story structure that has a current student population of 658 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 62% Hispanic, 8% Caucasian, 26% African-American, and 4% other ethnic backgrounds. The school serves students in K4 through Grade 5. The school day begins at 7:45 a.m. and students are dismissed at 2:15 p.m.

Cherrydale Elementary School provides a comprehensive and challenging curriculum to all students. Our curriculum is based on the state's standards in the content areas of ELA and math. Students are instructed in Reading, Language, Math, Science/Health and Social Studies. Students also receive instruction in Art, Music and Physical Education each week. We offer guidance instruction, technology skills instruction, and media instruction on a rotating basis.

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

During the 2022-23 school year, we served 180 students in Panther Academy, an afterschool program, to help students who demonstrated weaknesses in TE 21 Benchmark. Students worked with teachers to complete homework, Lexia, DreamBox, and activities for ELA and Math support. Our kindergarten and first grade students were also involved in an RTI (Response to Intervention) reading program where they received intensive remediation.

School History

The school was founded in 1958 as an elementary school for students in grades K5 - grade 8. It was built using the "Florida Style Plan" with six permanent buildings on a fourteen acre site located near the intersection of Old Buncombe Road and Cedar Lane Road. The land was donated in part by the Cone family in memory of Mr. Herman Cone, a former executive of Cone Mills. The school was then named in honor of Mr. Cone. When the school opened in 1958, the staff consisted of teachers from the old American Spinning School. The pupils attending the new school came from the old American Spinning School, Monaview School, and Sans Souci School. In the fall of 1964 the students from Park Place School were placed at Cone following the closing of that school. Also, students attending the Poe Mill School were assigned to Cone following that school's closing in 1965. For a period of six years, children who finished the sixth grade at Monaview were sent to Cone to attend the seventh grade.



In August 2000, this institution began its first year as a primary school specifically addressing the needs of students in grades K4 – grade 2. In 2003-2004, Cone Primary and Sans Souci Intermediate School were consolidated into one school on the Cone campus. A new school building was constructed at the old Sans Souci campus at 302 Perry Road. On December 9, 2003, the Greenville County School Board of Trustees voted to rename the school Cherrydale Elementary for 2004-2005 school

Originally, the school's surrounding community included a thriving textile community. Families lived, worked, shopped, and were educated all within this community. Many families lived in "mill houses" which were within walking distance of the school. The school and community has evolved as many of the surrounding businesses have closed or relocated. In recent years, the community surrounding Cherrydale Elementary School has seen much commercial growth. In 2014 a new apartment housing, Parker Cone, was built on the old Cone Primary site. Restaurants and retail stores are now located just a few blocks away. As commercial growth continues residential growth has progressed at a slower rate in the neighborhoods around the school. Efforts are being made to renovate and update homes along Perry Road where Cherrydale is located.

Cherrydale Attendance Area

The community surrounding Cherrydale Elementary School has seen much commercial growth in recent years. Numerous restaurants and retail stores are now located just a few blocks away. As commercial growth continues residential growth has progressed at a slower rate in the neighborhoods around our school. However, in recent months efforts are being made to renovate and update homes along Perry Road where Cherrydale is located. Another addition has been the construction of a large apartment complex on the site of the old Cone Elementary School. Children of school age living in these apartments are enrolled at Cherrydale Elementary. Students at Cherrydale Elementary School are mostly from high poverty neighborhoods. Our poverty index is approximately 90.4%

Current Enrollment

Enrollment for 2022-2023 by grade levels is as follows:

| 4K | 5K | First | Second | Third | Fourth | Fifth | Total |
|----|-----|-------|--------|-------|--------|-------|-------|
| 38 | 105 | 123 | 110 | 99 | 83 | 110 | 668 |

School Personnel

Our Leaders – Debra Johnson, Principal and Hunter McClure, Assistant Principal

Debra R. Johnson

Mrs. Debra Johnson is the principal of Cherrydale Elementary School. She has held this position for four years. Mrs. Johnson has served 30 years as an educator. Prior to her assignment at Cherrydale, Mrs. Johnson served fourteen years in Greenville as an assistant principal at Hillcrest High School and Armstrong Elementary School. Prior to relocating to Greenville, SC, Mrs. Johnson was a middle school teacher, assistant principal, and principal in Chester, South Carolina.

A graduate of Winthrop University in Rock Hill, South Carolina, she earned a Bachelor of Science Degree in Elementary Education. Additionally, Mrs. Johnson completed graduate studies at University of South Carolina and Winthrop University. While there she earned a Master of Education Degree in Educational School Leadership and Early Childhood Education. She additionally earned an Education Specialist Degree from South Carolina State University with a Superintendence concentration. She has the responsibility of overseeing every aspect of the school.

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

Hunter McClure

Cherrydale Elementary School's Assistant Principal is Hunter McClure. Mr. McClure received his B. A. degree from North Greenville University. Mr. McClure attended Liberty University for a Masters in Leadership and Anderson University for Administration and Supervision. Mr. McClure is currently pursuing his degree in Educational Leadership from North Greenville University. Mr. McClure taught in the classroom for over 6 years before transitioning into intervention. He has served as an Assistant Principal for three years before beginning his time at Cherrydale. He taught fourth grade and served as the RTI and OnTrack Coordinator at the elementary level. Mr. McClure strives to support the whole child through emotions, academics, and social interactions. Mr. McClure works as an Assistant Principal to help discipline students in an area that will support the student and teachers in the classroom. The goal through discipline is to help students learn from their choices and move forward to have a successful schooling and future career while engaging in meaningful social interaction with peers and adults.

The Leadership Team consists of the principal, assistant principal, instructional coach, literacy specialist and Title I facilitator. The team meets to discuss ways to increase student achievement through analysis of data, both formal and informal, as well as curriculum planning. The instructional coach and literacy specialist are available to team teach and present model lessons as requested by teachers or as suggested by the school administration. This group collectively plans professional development throughout the year. They also work together to prepare presentations for district personnel.

Instructional Staff

The school is staffed with a principal, assistant principal, 41 Teachers, Instructional Coach, School Counselor, Literacy Specialist, 5 reading interventionists, 8 multilingual practitioners and Title I facilitator. The support staff includes 8 paraprofessionals, 1 nurse, 4 office staff, 1 media clerk, 8 cafeteria workers, and 5 custodial staff. The teaching experience ranges from 1 to 40 years of teaching experience.

Parental Involvement

At Cherrydale we strive to make parents of all our students feel welcome at our school and community members as well. We offer a wide variety of activities for parents to participate in and are always looking for new opportunities to bring parents into our school. We communicate and inform parents of these and other school events through newsletters, mailings, e-mail, and utilization of the school messenger system, the school marquee, bulletin boards, notes home and personal phone calls. We communicate in both English and Spanish as much as possible. Our goal is to reach as many parents as possible by offering a variety of activities ---- Open House, Book fairs, Math and Science Night, ELA and Social Studies Night, Awards Programs, Choral and Art presentations.

We believe that parental involvement at school positively impacts the educational achievement of a child.

Community Business Partners

Cherrydale enjoys the eager support of its parents and community volunteers. For the past several years, volunteers have contributed up to 4,000 hours per year. The School Improvement Council/Title I Planning Committee is actively involved at Cherrydale. This group is composed of parents, community volunteers, teacher representatives, and school administrators.

The role of the Cherrydale Elementary School Improvement Council (SIC)/Title I Planning Committee is to:

- Evaluate the effectiveness of the use of Title I funds (programming, materials, professional development, etc.)
- Assist in the annual development of the Title I Plan
- Assist in the development, implementation and evaluation of the five-year school improvement plan (also known as the school renewal plan or strategic).
- Assist in the preparation of yearly plan updates;
- Write the annual Report to the Community, which provides information on the school's progress in meeting school and district goals and objectives, due for distribution by April 30;
- Prepare the annual 425-word narrative for the School Report Card, in conjunction with the principal;
- Provide advice on the use of school incentive award expenditures (if allocated by the legislature and awarded to the school);
- Serve as liaison between the school, school organizations, the community and the local school board by collecting and disseminating pertinent information;
- Provide other assistance that the principal may request as well as carrying out any other duties prescribed by the local school board.

Community Partnerships

Cherrydale is fortunate to have established partnerships in the community. These partnerships consist of businesses, universities, organizations, churches, and other schools within the district. Community and business partners provide a wide range of services and support to our school. Kiwanis Club International sponsors and assists us each quarter with recognizing two students from each homeroom class who exhibit good character and citizenship skills for our Terrific Kids program. Churches and colleges/universities in the area around Cherrydale Elementary provide various school supplies, Christmas for children, food and offer volunteer, tutoring, and mentoring services to our students. The Rotary Club sponsors students at Cherrydale with the Dress A Child Program and the Literacy Project.

Major Academic and School Programs

Faculty Council

Faculty Council is one of the most valuable vertical team/professional learning communities in the building. It is composed of teachers from each grade, special education, related arts and ESOL. This team meets with the Leadership Team the last Wednesday of each month. The team discusses everything from schedules, professional development, curriculum, and assessment. This vertical team also attends a summer retreat where the goals and events are planned for the upcoming school year.

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

The Science of Reading

As a school, we have consistently implemented a variety of best practices from Science of Reading curriculums such as SAVVAS and UFLI and have been intentional in ensuring rigor in teaching reading and writing. Cherrydale teachers have received extensive professional development in reading and writing strategies as another approach to providing students with meaningful reading and writing instruction in order to improve student achievement. We continue to implement literacy centers, refine assessments in order to level students appropriately in regards to reading texts, and implement full use of a school-wide leveled library. Our Literacy Specialist serves as the Read to Succeed Lead and is a support to teaching of reading and writing.

Response to Intervention

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

Mission

The mission of Cherrydale Elementary School is to provide a quality and caring instructional environment in which every child is respected and is given the opportunity to become independent learners, future leaders, and productive contributors of society.

Beliefs (Shared Vision)

We believe:

- That our students can achieve
- That students will achieve best in a learning-centered environment
- That alternative teaching methods should be implemented as needed
- That data analysis is crucial to our growth as teachers
- That strong home-school communication is essential to the successful growth and development of each student
- That technology is an integral component of learning
- That strong business, community, and parent partnerships should be mutually beneficial
- That students learn best when they are actively involved in their learning and have hands-on experiences

Data Analysis and Needs Assessment

The focus of Cherrydale Elementary is to provide equal education opportunities to all students, promote attitudes of self-worth, responsibility, success and confidence and provide a rigorous, comprehensive instructional program. Our comprehensive instructional program focuses on education as a shared responsibility between students, families and staff. Student achievement and the academic growth of our students continue to be our top priority. We analyze data to determine school goals that address the academic needs of all students and ensure that our long range plans promote continuous improvement. The long range plan and goals are consistent with Greenville County Schools Education Plan, which consists of five strategic goals. Our focus will be on goals 1, 2, and 3 of the district plan with activities and strategies designed to support goals 4 and 5.

FIVE GOAL AREAS

1. Student Success

Deliver high-quality curriculum, instruction, and interventions that meet the needs of each student.

2. Premier Workforce

Recruit, retain, and develop exemplary personnel in all positions.

3. Caring Culture and Environment

Provide a safe and healthy environment that promotes learning and respectful relationships.

4. Resource Stewardship

Ensure efficient use of resources through effective management and development.

5. Community Engagement and Communications

Generate support and system effectiveness through engaging partnerships, communications, and recognitions.

Student Achievement Needs Assessment (2022-23 baseline)

Summarize findings of student achievement:

- 38% of third through fifth grade students met or exceeded Math benchmark on SC READY
- 40.6% of third through fifth grade students met or exceeded ELA benchmark on SC READY
- 34.6% of fourth grade students met or exceeded Science benchmark on SC PASS

We continue to focus on the achievement of all subgroups on SC READY.

Cherrydale Elementary SC READY 2023

| Meeting or Exceeding | 3 rd Grade | 4 th Grade | 5 th Grade |
|----------------------|-----------------------|-----------------------|-----------------------|
| ELA | 44.3% | 41% | 37.4% |
| Math | 54.5% | 32.1% | 28.3% |
| Science | - | 34.6% | - |

Cherrydale Elementary SC READY 2022

| Meeting or Exceeding | 3 rd Grade | 4 th Grade | 5 th Grade |
|----------------------|-----------------------|-----------------------|-----------------------|
| ELA | 20% | 21% | 26% |
| Math | 24% | 28% | 34% |
| Science | - | 30% | - |

Teacher and Administrator Quality

Summarized findings for teacher and administrator quality

- 100% of Cherrydale administration and staff are highly qualified
- Quality staff development is provided on campus
- Staff development is designed to help teachers maintain highly qualified certification
- Technology staff development is provided to help teachers meet State Department technology proficiency

Greenville County Schools uses the Performance Assessment for Teachers (PAS-T) as the model for our teacher evaluation. The PAS-T model is a South Carolina State Department approved model of teacher evaluation and is a modified form of ADEPT. This model provides assurance that schools are staffed with competent professionals who possess the knowledge and skills necessary to meet the needs of all students. ADEPT stands for Assisting, Developing, and Evaluating Professional Teachers and is the state regulation for supporting and evaluating teachers at all contract levels. Information about the state regulation and the ADEPT Guide. In the ADEPT/PAS-T system, there are different levels of support and evaluation. These levels are based on the contract the teacher holds.

INDUCTION: First year teachers are given Induction Contracts. Greenville County uses a First Year Success program to assist first year teachers in their Induction Year. Vital to this First Year Success program is a Mentoring Program. In their first year, teachers are assigned a trained mentor in their building to assist them as needed. They are also given written feedback periodically throughout the school year by their administrator and their mentor. In addition, First Year Success Seminars are held 5 times during the school year. The purpose of these seminars is to provide Induction teachers with a knowledge base of the PAS-T Performance Standards and to prepare them for formal evaluation. Induction Teachers are required to maintain a portfolio that is reviewed by their administration at the end of the school year.

ANNUAL: Teachers can also be issued an Annual I or II Formative or an Annual I, II or III Summative. Teachers in their second year of teaching are formally evaluated using the PAS-T/SAFE model for Teacher Evaluation. In this formal evaluation process, a three person team works together to evaluate the Annual Contract Teacher. This three person team is made up of a building level administrator, an ADEPT Teacher Leader, and a peer teacher from another school. Each one of the team members observes the teacher and reviews artifacts two times during the school year in an unannounced observation. Following each of the observations, the teacher receives feedback in our electronic data warehouse called ePAS. Following three observations in the fall, the team meets together for a consensus meeting where the teacher's performance is discussed. The team comes to a consensus about the teacher's performance and assigns a rating to the performance. This process is repeated in the spring semester as well. Written feedback is given to the teacher prior to winter break and prior to April 15th.

CONTINUING: Continuing Contract teachers are placed by their administrator in a cycle of evaluation. Continuing Contract teachers in cycles one and two are informally evaluated using the PAS-T model. Teachers in cycle three receive a summative evaluation of their performance at the end of their cycle three year. Additional information about the cycles of evaluation can be found in the PAS-T Handbook.

Cherrydale Professional Development Calendar 2023-2024

Theory of Action: *If the instructional leadership team establishes the framework for teaching critical thinking skills, then the teachers will align learning targets with the success criteria and model problem solving strategies so that the students can refine thinking and take ownership of their learning.*

Professional Development Goal: *During the 2023-2024 school year, I will continue to expand my knowledge of the science of reading in order to provide effective instructional leadership.*

| Date | Professional Development | Audience |
|--------------------|--|-----------------------------|
| August 3, 2023 | LETRS Training | All Staff |
| August 22, 2023 | Science Integration with Dell'Oso | K5 - 5th grade |
| August 23, 2023 | MLP - Global Project | All Staff |
| September 4, 2023 | ML Co-Teaching PD | K5 - 5th grade, ML Teachers |
| September 6, 2023 | SLO PD | All Staff |
| September 12, 2023 | Dreambox Flipped PD | All Staff |
| September 26, 2023 | UFLI PD (K5-2nd) & Enrichment PD (3rd-5th) | K5 - 5th grade |
| October 4, 2023 | ACEs Training PD | All Staff |
| October 4, 2023 | CogAT & IOWA Training | 2nd grade |
| October 10, 2023 | Social Studies Integration PD | K5 - 5th grade |
| October 12, 2023 | LETRS Training | All Staff |
| October 24, 2023 | ACCESS Support PD | All Staff |
| October 25, 2023 | Learning Intentions & Success Criteria PD | All Staff |

| | | |
|-------------------|---|-----------------------------|
| October 31, 2023 | Fall Data Dives | K5 - 5th grade, ML, RTI |
| November 1, 2023 | Reflex Math PD | K5 - 5th grade |
| November 14, 2023 | ELLevation PD | K5 - 5th grade, ML Teachers |
| November 28, 2023 | 2nd grade ELA Planning | 2nd grade |
| December 6, 2023 | AI Training PD | All Staff |
| January 3, 2024 | LETRS Training | All Staff |
| January 10, 2024 | ACCESS Testing Training | K5 - 5th grade |
| February 6, 2024 | Winter Data Dive | K5-5th grade |
| February 7, 2024 | MTSS PD | All Staff |
| February 13, 2024 | Winter Small Group Goal Setting - Data Dive Continued | K5 - 5th grade |
| March 6, 2024 | Teacher Clarity in ELA | 2nd grade |
| March 15, 2024 | LETRS Training | All Staff |
| March 27, 2024 | SPED & ML PD - How Do The Pieces Come Together? | K5 - 5th grade |
| April 2, 2024 | Power Standards PD | K5 - 5th grade |
| April 10, 2024 | SC READY Training PD | All Staff |
| April 16, 2024 | Spring Data Dive PD | K5 - 5th grade |
| April 30, 2024 | Test Prep PD | K5 - 5th grade |
| May 1, 2024 | Whole Group PD | K5 - 5th grade |
| May 14, 2024 | Grade Level PD | K5 - 5th grade |

School Climate Needs Assessment

School Climate Surveys

Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide more valid, reliable, and comprehensive information regarding the school environment. School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and the continued improvement of student achievement. Baseline data was gathered during the 2022-2023 school year to serve as a reference point for comparing changes in perception over time.

Survey responses are recorded in the chart. Results indicate that the respondents were quite satisfied with Cherrydale Elementary School. [Cherrydale Elementary 2022-2023 SC School Report Card](#)

| | Teachers | Students | Parents |
|---|----------|----------|---------|
| Number of surveys returned | 54 | 276 | 4 |
| Percent satisfied with learning environment | 100% | 91% | 50% |
| Percent satisfied with social and physical environment | 98.1% | 93.1% | 75% |
| Percent satisfied with school-home relations | 98.1% | 93.1% | 75% |

Needs Assessment for School Climate:

Summarize findings for school climate

- (Parent Survey) According to our parent survey from the 2022-2023 school report card, 50% of our parents indicated satisfaction with the learning environment.
- (Teacher Survey) According to the teacher survey, 100% of our teachers are satisfied with the learning environment and 93.1% of our teachers are satisfied with the social and physical environment of our school. Also 98.1% of our teachers are satisfied with the school-home relations. We continue to explore

ways to improve our overall learning environment with parents and students in order to involve all stakeholders in improving our school climate.

[Cherrydale Elementary 2022-2023 SC School Report Card](#)

GOAL AREA 1 – Performance Goal 1

| |
|--|
| Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required) |
| Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 38% in 2022-23 to 63% in 2028-29. |
| Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 5% annually. |

| Data Source(s) | SY23 Baseline | SY24 Planning | Data Designation | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--|---------------|---------------|-------------------|---------|---------|---------|---------|---------|
| SC READY Math SCDE School Report Card | | | Projected (ES) | 43% | 48% | 53% | 58% | 63% |
| | 38% | TBD | Actual (ES) | | | | | |
| | 60% | TBD | Actual (District) | | | | | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|-----------------------|----------------|-------------------------------|---|
| Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level. | | | | | |
| 1. Develop annual academic growth targets based on the Principal and School Goal Setting Process. | 2024-2029 | · ILT | \$0 | General Fund/ Title I Funding | |
| 2. Design individualized school, teacher, and student goals based on growth and achievement. | 2024-2029 | · ILT | \$0 | General Fund/ Title I Funding | |
| 3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into | 2024-2029 | · ILT | \$0 | General Fund/ Title I Funding | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|-----------------------|----------------|-------------------------------|---|
| science experiments, art projects, or literature analysis). | | | | | |
| Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework. | | | | | |
| 1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms. | 2024-2029 | · ILT | \$0 | General Fund/ Title I Funding | |
| 2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology). | 2024-2029 | · ILT | \$0 | General Fund/ Title I Funding | |
| 3. Utilize formative and predictive assessment data to design differentiated instruction for all students. | 2024-2029 | · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards. | 2024-2029 | · ILT | \$0 | General Fund/ Title I Funding | |
| 5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching. | 2024-2029 | · ILT | \$0 | General Fund/ Title I Funding | |
| Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills. | | | | | |
| 1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students. | 2024-2029 | · ILT | \$0 | General Fund/ Title I Funding | |
| 2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback. | 2024-2029 | · ILT | \$0 | General Fund/ Title I Funding | |
| 3. Ensure ongoing, continuous improvement of student achievement through the Professional Learning | 2024-2029 | · ILT | \$0 | General Fund/ Title I Funding | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------------|---|-----------------------|-------------------------------|--|
| Community Process by monitoring for fidelity. | | | | | |
| 4. Foster a collaborative relationship between schools and parents. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 5. Provide resources and workshops to help parents support their children's mathematical development at home. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers · Parent Involvement Coordinator | TBA | General Fund/ Title I Funding | |

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 40.6% in 2022-23 to 65.6% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 5% annually.

| Data Source(s) | SY23 Baseline | SY24 Planning | Data Designation | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--|---------------|---------------|-------------------|---------|---------|---------|---------|---------|
| SC READY ELA SCDE School Report Card | | | Projected (ES) | 45.6% | 50.6% | 55.6% | 60.6% | 65.6% |
| | 40.6% | TBD | Actual (ES) | | | | | |
| | 64% | TBD | Actual (District) | | | | | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-------------|-----------------------|----------------|-------------------------------|---|
| Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade. | | | | | |
| 1. Implement annual academic growth targets based on the Principal and School Goal Setting Process. | 2024-2029 | · ILT | \$0 | General Fund/ Title I Funding | |
| 2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade. | 2024-2029 | · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations. | 2024 - 2029 | · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students. | 2024-2029 | · ILT · Teachers | \$0 | General Fund/ Title I Funding | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|--|----------------|-------------------------------|---|
| 5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level. | | | | | |
| 1. Leverage power standards and address pacing and ensure consistent use across all classrooms. | 2024-2029 | <ul style="list-style-type: none"> · ILT | \$0 | General Fund/ Title I Funding | |
| 2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data). | 2024-2029 | <ul style="list-style-type: none"> · ILT | \$0 | General Fund/ Title I Funding | |
| 4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 5. Implement a range of assessment methods that measure student understanding. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 6. Ensure vertical articulation of grade level content and practices. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 8. R43-205 GCS Strategic Plan Strategy G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify. a. Promote school readiness activities in public, private, and | 2024-2025 | <ul style="list-style-type: none"> · Director of Early Intervention and Student Support | | | Waiver |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|------------------|---|----------------|--------------------------------------|---|
| <p>faith-based preschool programs through GCS web-based resources and CDC training opportunities.</p> <p>b. Promote school readiness activities with parents and community through GCCS web-based resources.</p> <p>c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.</p> | | | | | |
| <p>Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.</p> | | | | | |
| <p>1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).</p> | <p>2024-2029</p> | <ul style="list-style-type: none"> · ILT · Teachers | <p>\$0</p> | <p>General Fund/ Title I Funding</p> | |
| <p>2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.</p> | <p>2024-2029</p> | <ul style="list-style-type: none"> · ILT · Teachers | <p>\$0</p> | <p>General Fund/ Title I Funding</p> | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---|----------------|-------------------------------|---|
| 3. Utilize resources for differentiated support and acceleration for all students. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills. | | | | | |
| 1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills. | 2024-2029 | <ul style="list-style-type: none"> · ILT | \$0 | General Fund/ Title I Funding | |
| 2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success. | 2024-2029 | <ul style="list-style-type: none"> · ILT | \$0 | General Fund/ Title I Funding | |
| 3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework. | 2024-2029 | <ul style="list-style-type: none"> · ILT | \$0 | General Fund/ Title I Funding | |
| 4. Monitor students' needs in order to determine and use the best instructional practices to achieve mastery of ELA skills. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |

GOAL AREA 2 – Performance Goal 1

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

Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).

Interim Performance Goal: Meet annual targets below.

| Data Source(s) | SY23 Baseline | SY24 Planning | Data Designation | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--------------------------------|---------------|---------------|----------------------|---------|---------|---------|---------|---------|
| GCS Human Resources Department | | | Projected (District) | 100% | 100% | 100% | 100% | 100% |
| | 100% | TBD | Actual (District) | | | | | |
| | | | Projected (School) | 100% | 100% | 100% | 100% | 100% |
| | 100% | TBD | Actual (School) | | | | | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|--|----------------|----------------------------------|---|
| Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups. | | | | | |
| 1. Share with students and community members on pathways and alternative pathways to education. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates. | | | | | |
| 1. Ensure elementary school career programs include teaching as a choice. | 2024-2029 | <ul style="list-style-type: none"> · Guidance Counselor · Teachers | \$0 | General Fund/ Title I Funding | |

GOAL AREA 2 – Performance Goal 2

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

Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.

Interim Performance Goal: Meet annual targets below.

| Data Source(s) | SY23 Baseline | SY24 Planning | Data Designation | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--------------------------------|---------------|---------------|----------------------|---------|---------|---------|---------|---------|
| GCS Human Resources Department | | | Projected (District) | 11.60% | 11.10% | 10.60% | 10.10% | 9.60% |
| | 12.10% | TBD | Actual (District) | | | | | |
| | | | Projected (School) | 0% | 0% | 0% | 0% | 0% |
| | 0% | TBD | Actual (School) | | | | | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---|----------------|-------------------------------------|---|
| Action Plan for Strategy #1: Identify and create a collaborative school culture and environment to reduce teacher turnover. | | | | | |
| 1. SchoolHouse Rock Committee to provide teachers with activities and events to enhance teacher morale | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 2. The Faculty Council provides a platform for teachers to voice concerns and develop solutions to school-wide issues. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 3. Created a culture where we support the professional development of teachers wanting to advance beyond the classroom. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |

GOAL AREA 3 – Performance Goal 1

| |
|---|
| Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required) |
| Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year. |
| Interim Performance Goal: Meet annual targets below. |

| Data Source(s) | SY23 Baseline | SY24 Planning | Data Designation | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--|------------------|------------------|----------------------|---------|---------|---------|---------|---------|
| ETS - Incidents | | | Projected (District) | 58.5% | 56.5% | 54.5% | 52.5% | 50.5% |
| Students referred for Behavior Incidents after their first referral* | 60.5% | TBD | Actual (District) | | | | | |
| | | | Projected (School) | TBD | TBD | TBD | TBD | TBD |
| | 29.63% | TBD | Actual (School) | | | | | |

**On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.*

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|---|-------------------|-------------------------------------|--|
| Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades. | | | | | |
| 1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal. | 2024-2029 | <ul style="list-style-type: none"> · ILT | \$0 | General Fund/ Title I Funding | |
| 3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---|----------------|----------------------------------|---|
| school-wide practices and expanded opportunities for family engagement. | | | | | |
| 4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs. | 2024-2029 | <ul style="list-style-type: none"> · ILT | \$0 | General Fund/ Title I Funding | |
| 6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being. | | | | | |
| 1. Make home-school relationships a priority through frequent connection and communication. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families. | 2024-2029 | <ul style="list-style-type: none"> · ILT | \$0 | General Fund/ Title I Funding | |
| 3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty. | | | | | |
| 1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through transportation, scholarships for fees/trips, etc. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 2. Increase leadership opportunities within the school during the school day. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|---|----------------|-------------------------------------|---|
| 3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior. | | | | | |
| 1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |

GOAL AREA 3 – Performance Goal 2

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

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

| Data Source(s) | SY23 Baseline | SY24 Planning | Data Designation | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|----------------------|---------------|---------------|----------------------|---------|---------|---------|---------|---------|
| GCS Student Services | | | Projected (District) | 22% | 20% | 18% | 16% | 14% |
| | 24% | TBD | Actual (District) | | | | | |
| | | | Projected (School) | 24% | 22% | 20% | 18% | 16% |
| | 26% | TBD | Actual (School) | | | | | |

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|--|-----------|--|----------------|-------------------------------|---|
| Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism. | | | | | |
| 1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate. | 2024-2029 | <ul style="list-style-type: none"> • ILT • Social Worker | \$0 | General Fund/ Title I Funding | |
| 2. Implement the model framework and ensure the implementation of strategies. | 2024-2029 | <ul style="list-style-type: none"> • ILT • Teachers | \$0 | General Fund/ Title I Funding | |
| Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans. | | | | | |
| 1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans. | 2024-2029 | <ul style="list-style-type: none"> • ILT • Teachers • Social Worker | \$0 | General Fund/ Title I Funding | |
| 2. Provide ongoing training for Attendance Clerks or Interventionists. | 2024-2025 | <ul style="list-style-type: none"> • ILT | \$0 | General Fund/ Title I Funding | |
| Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates. | | | | | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|---|----------------|-------------------------------|---|
| 1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers · Social Worker | \$0 | General Fund/ Title I Funding | |
| 2. Engage community partners to share the message and help address barriers for families, including increased access to services and support. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers · Parent Involvement Coordinator | \$0 | General Fund/ Title I Funding | |
| 3. Distribute materials throughout the year to reinforce the policies and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.). | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |

GOAL AREA 3 – Performance Goal 3

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

Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.

Interim Performance Goal: Meet annual targets below.

| Data Source(s) | SY23 Baseline | SY24 Planning | Data Designation | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--|---------------|---------------|----------------------|---------|---------|---------|---------|---------|
| GCS Education Technology Support (ETS) | | | Projected (District) | TBD | TBD | TBD | TBD | TBD |
| | TBD | TBD | Actual (District) | | | | | |
| | | | Projected (School) | | | | | |
| | TBD | TBD | Actual (School) | TBD | TBD | TBD | TBD | TBD |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|---|----------------|-------------------------------|---|
| Action Plan for Strategy #1: Increase parent engagement with district communication platforms. | | | | | |
| 1. Increase parent and guardian utilization of Backpack. | 2024-2029 | <ul style="list-style-type: none"> • ILT • Teachers • Parent Involvement Coordinator | \$0 | General Fund/ Title I Funding | |
| 2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students. | 2024-2025 | <ul style="list-style-type: none"> • ILT • Teachers • Parent Involvement Coordinator | \$0 | General Fund/ Title I Funding | |
| 3. Provide ongoing access to technology and support to parents and guardians at school locations. | 2024-2029 | <ul style="list-style-type: none"> • ILT • Teachers • Media Specialist | \$0 | General Fund/ Title I Funding | |
| Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community. | | | | | |

| Activity | Timeline | Person(s) Responsible | Estimated Cost | Funding Source | Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i> |
|---|-----------|---|----------------|-------------------------------|---|
| 1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers · Parent Involvement Coordinator | \$0 | General Fund/ Title I Funding | |
| 2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers · Parent Involvement Coordinator | \$0 | General Fund/ Title I Funding | |
| 3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships. | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers · Parent Involvement Coordinator | \$0 | General Fund/ Title I Funding | |
| Action Plan for Strategy #3: Increase two-way parent engagement at the school level. | | | | | |
| 1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing). | 2024-2029 | <ul style="list-style-type: none"> · ILT · Teachers · Parent Involvement Coordinator | \$0 | General Fund/ Title I Funding | |
| 2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events. | 2024-2026 | <ul style="list-style-type: none"> · ILT · Teachers | \$0 | General Fund/ Title I Funding | |
| 3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community. | 2024-2029 | <ul style="list-style-type: none"> · ILT | \$0 | General Fund/ Title I Funding | |