

# Chandler Creek Elementary School

“Where Teamwork and Brainpower Make Champions”



## **School Portfolio**

Scope of Strategic Plan: 2013-14 through 2017-18

### **Jane Mills, Principal**

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### **Greenville County Schools**

*Mr. Burke Royster, Superintendent*

**SCHOOL RENEWAL PLAN COVER PAGE****SCHOOL:** Chandler Creek Elementary**SCHOOL DISTRICT:** Greenville County Schools**SCHOOL RENEWAL PLAN FOR YEARS:** 2013-14 through 2017-18 (*five years*)**SCHOOL RENEWAL ANNUAL UPDATE FOR:** 2014-15 (*one year*)**Assurances**

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

**CHAIRPERSON, BOARD OF TRUSTEES**

Mr. Charles J. Saylor		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SUPERINTENDENT**

Mr. W. Burke Royster		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL**

Mrs. Jennifer Jones		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

**PRINCIPAL**

Mrs. Jane Mills		
<b>PRINTED NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>

SCHOOL ADDRESS: 301 Chandler Road  
Greer, SC 29651

SCHOOL'S TELEPHONE: (864) 355-2400

PRINCIPAL'S E-MAIL ADDRESS: jrmills@greenville.k12.sc.us

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
1. PRINCIPAL:	Jane Mills
2. TEACHER:	Colleen Hinson
3. PARENT/ GUARDIAN :	Marie Paris
4. COMMUNITY MEMBER :	Larry James
5. SCHOOL IMPROVEMENT COUNCIL:	Stacy Campbell
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<b><u>POSITION</u></b>	<b><u>NAME</u></b>
• Guidance Counselors	Margo Herbert; Alicia Keller
• Attendance Clerk	Trudi Ivie; Mina Sota
• Instructional Coach	Jenny Dehlinger
• Assistant Principal	Jennifer Dodds
• Media Specialist	Jennifer Kauffman

**Teachers Involved**

Alana McSharry	Michelle Yandle
Alise Bibelnicks	Anne Frichtl
April McNeill	Phyllis Posley
Tina Sanders	Elizabeth Stevenson
Ashley Ward	Libby Able
Laura Beth Comer	Alissa Edwards
Jared Hembree	Theresa Studart
Blondell Nesbitt	Laura Borowski
Shea Shealy	Katherine Sinclair
Catherine Wallace	Sharon Brown
Jessica Kreft	Lydia Henderson
Lyndsey Ensley	Kate Jinks
Charlie Clute	Sarah Joy Smith
Monica Critell	Sarah Helgemo
Candace Grugan	Loren Graves
Lynn Pennington	Mary Margaret Hewitt
Patrick Jarrett	Jill Farr
Tracy LeGrand	Jacque Williams
Sallie Coker	Tammy Erro
Colleen Hinson	Meredith Hitch
Kristy Gwinn	Sarah Smoke
Rebecca Saldivar	Lyndsey Burghardt
Brianna Hammett	Cindy Demko
Bernadette Schaner	Tara Fennell
Ryan Kopera	Ranessa Fernander
Rachel Figg	Katie Raymond
Brian McGuffee	Greg Patton

**\*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 PLAN

### Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

- X**    **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).
- X**    **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).
- X**    **Parent Involvement**  
The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent 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.
- X**    **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*.
- X**    **Technology**  
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- N/A**    **Innovation**  
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
- X**    **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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, 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.

**X 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).

**X 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.

**X 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, although they may be housed at locations with other grade levels or completely separate from schools.

**X 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.

**X 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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

**X 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**

**Chandler Creek's** School Portfolio was developed to document the changes and progress the school makes each year while working to continuously improve our school community. The Strategic Planning Guide provides the school community with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

This Strategic Planning Guide 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.

### **Self- Study Process**

A strong collaborative process of stakeholders to include parents, teachers, community members, and support staff developed the narrative for our Strategic Planning Guide. Much of the narrative came from discussion with the staff in the process of evaluating. The staff was asked to contribute "evidence" of the school's progress. During the course of the school year, parents, teachers, and students survey data was collected and reviewed. Focus groups were created with input from school administration where each object was discussed and rated using the level of implementation rubric. Teams developed consensus over ratings at monthly meetings and gathered evidence of support leading to the writing of the narrative. Finally, an overview to the community was presented and goals were developed based on the needs assessments from student achievement, survey data, and ratings in each area. The school goals will be monitored closely with updates by all stakeholders on a yearly basis.

### **Stakeholder Groups**

**Chandler Creek** has been under the leadership of Katherine Bayne for 15 years. During the 2013 school year, Mrs. Bayne retired and leadership transitioned during March of 2013. Mrs. Jane Mills joined the school during the course of the self -assessment. Mrs. Mills met with the Chandler Creek Staff, SIC, and PTA to involve all stakeholders in the development of the Strategic Planning Guide. During the spring, SIC and PTA members were invited to several faculty meetings to be involved in the revisions of the five- year plan. The retiring principal, during the fall and winter quarters, and the new principal, during the spring quarter, have met monthly with SIC and PTA representatives to discuss school wide and community needs and further plan for the future of Chandler Creek Elementary. The self- assessment evaluation tool was embraced as a living document that would be steering the school forward for 2013-2018.



## **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 current comprehensive plan was written in the spring of 2013 with inclusion of teachers and staff, parents, business partners, and community members. Additionally, the stakeholder groups identified significant challenges and accomplishments from the past three years. 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.

Student Achievement for the Palmetto Assessment of State Standards (PASS) shows a decrease in students scoring not met in the area of Math with a three year increase in students moving from met to exemplary. In the area of English Language Arts, there is also a steady increase in students moving from the met to exemplary area. In both English Language Arts and Math Performance, students have scored above the state average in the met category. According to the ESEA ratings, White Caucasian, African American, Hispanic, Limited English Proficiency and Subsidized Meals all meet criteria for performance in English Language Arts and Math. Test scores for the school's disabled population have fluctuated over the time period and the school has identified a need for increased support in the area of science instruction.

Ensuring teacher and administrator quality is paramount to improving student achievement. Professional development opportunities have showcased the implementation of Common Core State Standards and teachers have participated regularly in opportunities beyond the school level to maximize knowledge of research-based practice. Given the IB PYP perspective gained in the Northeast Cluster of IB Participants for Greenville County Schools, there are continuous opportunities for training in inquiry based learning. Teachers attend technology workshops on a monthly basis and the upcoming school year will provide extensive training in the Balanced Literacy Approach. Selected teachers are attending Inclusion Training to assist the disabled population and provide a least restrictive setting to learn. School administrators attend monthly district professional development and both the Instructional Coach and the School Principal participate in professional development provided by the Curriculum and Instruction Department of GCS.

Additionally, results from the School Report Card do show an improvement on the School Growth rating from Average to Good and Chandler Creek is a Recipient of the Palmetto Silver Award. The current school attendance rating of 96.5% exceeds the state average. The combined average for satisfaction with the learning environment from teachers, parents and students is 88.9 % based on survey results. The combined average for feeling safe at school from teachers, parents, and students is 92.8% from survey results. The action plan showcased in the school portfolio will highlight areas for improvement and identify strategies and components for success for the 2013-2018 school years.

## **Instructional and Organizational Priorities:**

The SDE surveys from the staff, students and parents are designed to measure perceptions of three factors: home and school relations, the school's learning environment, and the school's social and physical environment. Survey results were analyzed to identify our strengths and make improvements.

### **Areas of strength:**

1. Teachers rated several of the many instructional programs used at Chandler Creek to be very useful including: Every Day Counts Calendar Math, Write from the Beginning by the Innovative Learning Group, Thinking Maps by the Innovative Learning Group, Learning Focused and the International Baccalaureate Program.
2. The morale of the teachers regarding the physical/social environment of the school is high according to the surveys.

### **Our prioritized areas for improvement are:**

- Students on free and reduced lunch will have an increase in their performance on Math and ELA PASS from not met to meeting the standard (met and exemplary).
- The Special Education population will decrease their achievement gap in both ELA and Math.
- Increase the level of morale among staff members
- Increase the level of parental involvement
- To continue setting high goals and student expectations for learning
- Increase the number of volunteer tutors
- To continue to build strong teacher commitment, knowledge and expertise
- Increase parent satisfaction rating with home/school relations.
- Increase student satisfaction with the social and physical environment of Chandler Creek.
- Continue to implement the PYP as the umbrella under which all other programs (best practices) fit as well as sending teachers to workshops to better familiarize themselves with the program components and expectation

## **Challenges Facing Our School**

- Closing the achievement gap with our minority students, special education students, and students on subsidized lunches
- Meeting the needs of our gifted and talented students
- Partnership Development
- Parental Involvement

## **Awards and Honors**

- Implementation and re-authorization of the International Baccalaureate Primary Years Programme
- Web Master's Choice Gold Award
- "A" rating on ESEA Waiver
- Achieving the Palmetto Silver Award for student achievement two years in a row
- An increase in PASS scores on the state assessment
- Energy Star Award
- District Clean School Award three years in a row
- Recognized as a Safe School
- State Reflections Winners
- Donors Choose Grant Recipients
- Science Plus Institute
- Greer Partnership for Tomorrow
- Accredited by Southern Association of Colleges and Schools
-

## THE COMMUNITY OF GREER

Although Chandler Creek Elementary is part of Greenville County, the school is located in the city of Greer, with a population of more than 26,000. Greer is situated between the cities of Greenville and Spartanburg. It is one of the most rapidly growing cities in the foothills of the Blue Ridge Mountains, due in large part to the close proximity of the only BMW manufacturing plant in North America, Michelin North American Headquarters, Mitsubishi Polyester Inc., and the Greenville/Spartanburg Airport. Several families are choosing to make Greer their home in one of the many new neighborhoods located within and around Greer city limits. The influx of new families is quickly changing the population of Chandler Creek Elementary School. Greer is home to Kid's Planet a park filled with an abundance of playground equipment, Frisbee golf course and athletic fields. Greer City Park includes a large fountain timed to music, an amphitheater for public concerts and ceremonies, walking trails, a picnic shelter, a pond, and ample green space for family fun. Greer's



Central Business District, Greer Station, has approximately 12 square blocks of retail, dining, entertainment and professional organizations. Nearby Lake Robinson and Lake Cunningham is a place family and friends can spend a relaxing day. Hollywild Animal Park is a brief drive that should not be missed. Greer also boasts a city stadium, home of youth football, cheerleading, and soccer. Greer City Stadium has also been the venue site for professional soccer teams, concerts, and political debates. If you enjoy a close knit community, Greer is the place to be. A highlight during the summer season is "Tunes on Trade," a Friday evening concert series that draws hundreds of music lovers who enjoy songs under the stars. Visitors also flock to such downtown festivals as Greer Idol, Greer Family Fest, Oktoberfest, Chili Cook Off, and Wing Fling. During football season, it is the grand tradition to visit the Clock for dinner and then head to the Greer High School football game. In addition to watching the football team play, the game provides an opportunity for members of the community to gather and socialize. Other various cuisines are located in Greer, from commercial restaurants like Applebee's and Ryan's to Local favorites including Cannon's, Mimi's Steakhouse and Mutt's Barbeque. 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.

## SCHOOL COMMUNITY: CHANDLER CREEK HISTORICAL EVENTS AND FACILITIES



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 renovated school contains 122,703 square feet and is designed for a capacity of 1,000 students. The facility includes forty regular classrooms, ten kindergarten classrooms, two self-contained classrooms for special education, 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, six portable laptop labs, three playgrounds, covered walkways, and landscaped gardens.

Mrs. Katherine Bayne was named principal of the school during the 1999-2000 school year. The student bodies of East Greer Elementary and Tyron 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. The choices for school mascot were the Chandler Creek Champions or Chandler Creek Crocodiles. 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 motto is "Creating Champions Committed to Excellence!"

In August, 1999 we welcomed 630 students to their new school to begin a new tradition of excellence. Today our school has approximately 913 students and a staff of 99.

### **SCHOOL COMMUNITY: PARENTAL INVOLVEMENT**

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

- Math Superstars volunteers
- Parent-Teacher Organization
- Fall Festival volunteers
- Room Mothers for class parties (Christmas & Valentine's)
- Fundraisers
- International Baccalaureate student-led conferences
- International Baccalaureate student profile reports
- School Improvement Council
- Classroom Volunteers
- Tutors

### **SCHOOL COMMUNITY: PARTNERSHIPS**

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:

- Core Essentials Character Education: Chick-fil-a/Greer partnership
- Book-It Reading Program: Pizza Hut
- Terrific Kids Program: Kiwanas
- Attendance to Greenville Symphony programs
- Attendance to Peace Center programs
- Papa John's and Zaxby's Spirit Nights
- Watershed Ecology through USC Upstate provides on-site programs in the area of Science
- Community partnerships with Chick-fil-A and Roper Mountain Science Center
- Afterschool Program provided through United Way funds

Curriculum-based models in library on loan from the James Agency (Visions of Excellence)

## SCHOOL COMMUNITY: LEADERSHIP AND ADMINISTRATION



Our principal is Jane R. Mills. She joined the Chandler Creek Elementary School Community in March of 2013. She is a product of Greenville County Schools graduating from 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 began her teaching career as a fourth grade teacher working for Department of Defense Dependent Schools in Germany. After teaching grades 1,4, and both 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 before joining the Chandler Creek Family.

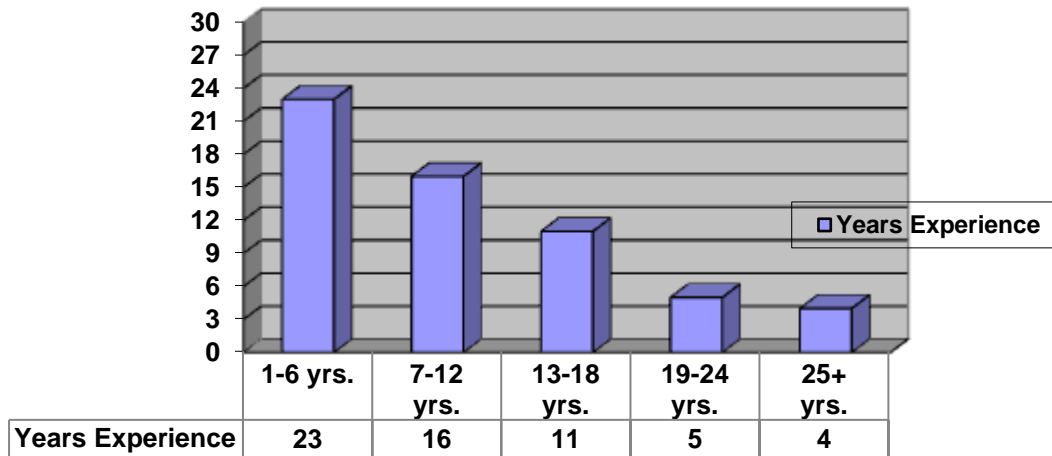


Assistant Principal, Jennifer Dodds, is a Greenville native and product of Greenville County Schools. Mrs. Dodds is a graduate of Clemson University with a Bachelor's degree in Elementary Education and a Master's degree in Elementary Leadership and Supervision. With twelve years experience in Greenville County, Mrs. Dodds taught 2<sup>nd</sup>-5<sup>th</sup> grades and science lab at Welcome Elementary and served as Administrative Assistant for three years at Westcliffe Elementary before joining the Chandler Creek family.

## SCHOOL PERSONNEL DATA

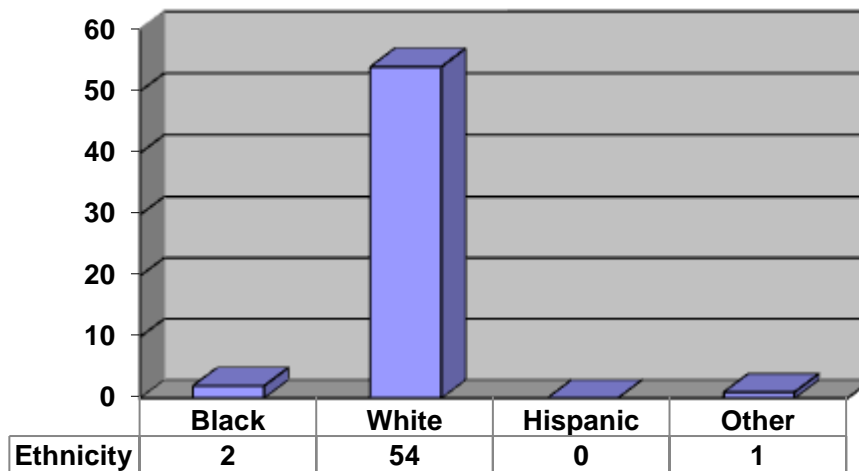
The data indicates that the experience of the staff, overall, falls on the lower end of the scale. The majority of the staff fall within the 1-6 years of experience range (23 teachers). The second highest number of teachers fell within 7-12 years of experience (16 teachers). There are eleven teachers within the 13-18 years of experience range. There are five teachers with 19-24 years of experience, and 4 with 25 years of experience or more. (See following graph).

**TEACHING EXPERIENCE 2013-2014**

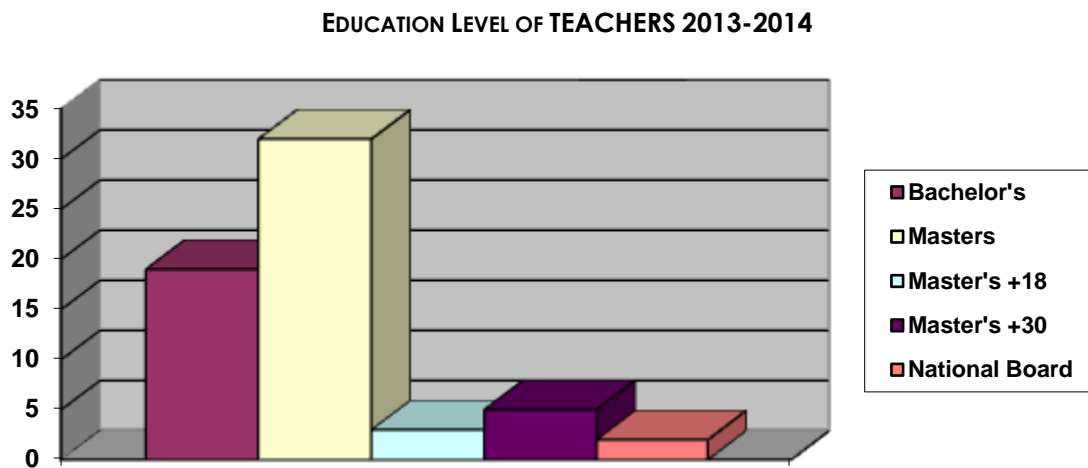


The data indicates that the ethnicity of the majority of staff at Chandler Creek Elementary falls under the white category. There is a much smaller percentage under the black and other. (See following graph)

**ETHNICITY OF EDUCATORS 2013-2014**



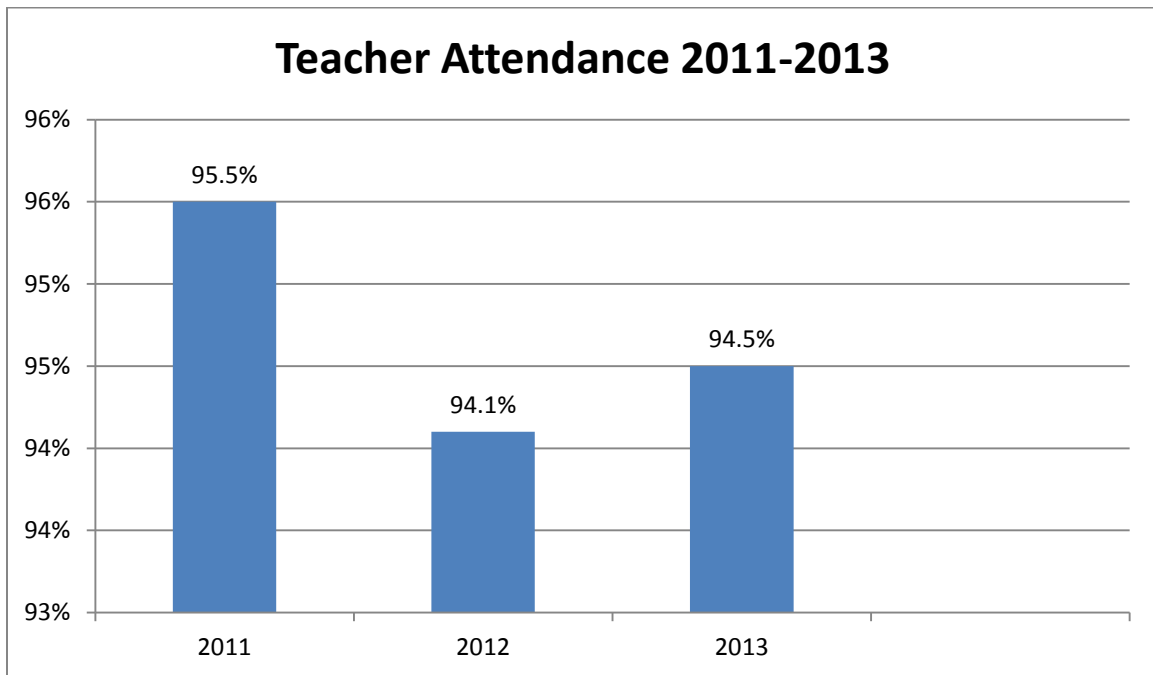
The data below indicates that the highest education level of the staff is mostly centered in the Bachelor's Degree and Master's Degree categories. Nineteen teachers have earned their Bachelor's degree, 32 have earned a Master's degree, three teachers have their Master's +18, and five teachers have a Master's +30. Two teachers have achieved National Board Certification. (See Following Graph)



The staff at Chandler Creek includes 2 administrators, 1 Instructional Coach, 67 teachers, and 30 support staff. There are three male classroom teachers, one male Physical Education teacher, and one male art teacher.

Kindergarten has 8 teachers, first grade has ten teachers, second and third grade both have seven teachers. There are and five teachers on the 4<sup>th</sup> and 5<sup>th</sup> grade teams. Chandler Creek also has two K-4 classes which each include one teacher and an aide. There are more students in the primary grades and if the enrollment patterns continue in K-5, teacher numbers in the intermediate levels could rise in the next several years. There are many teachers who see students for intervals of the day including Humanities, Spanish, ESOL, Challenge, and Resource. Other support services such as Mental Health Counseling, Speech Therapy Services, and Guidance Counseling are also available.

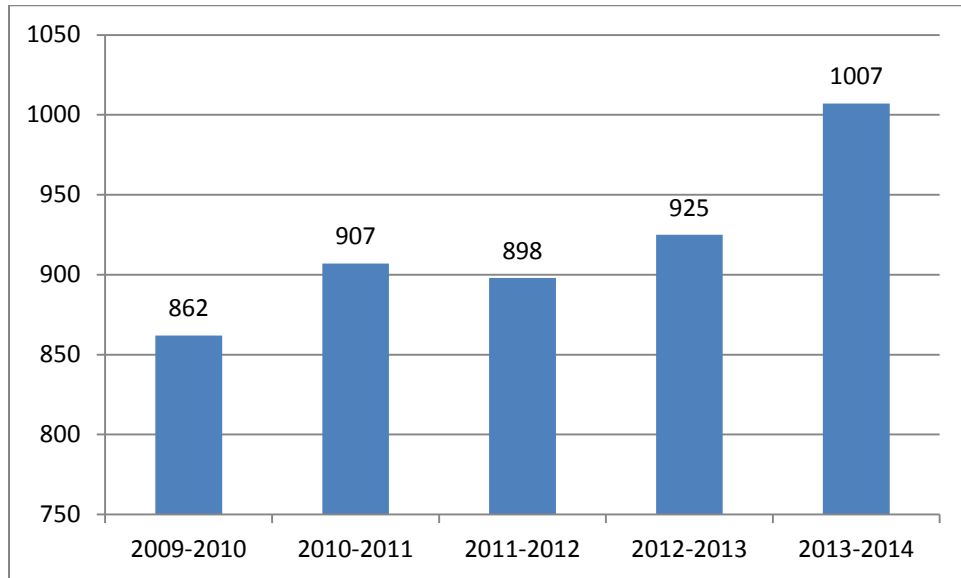




We have observed a .4% increase in attendance between 2012 and 2013.

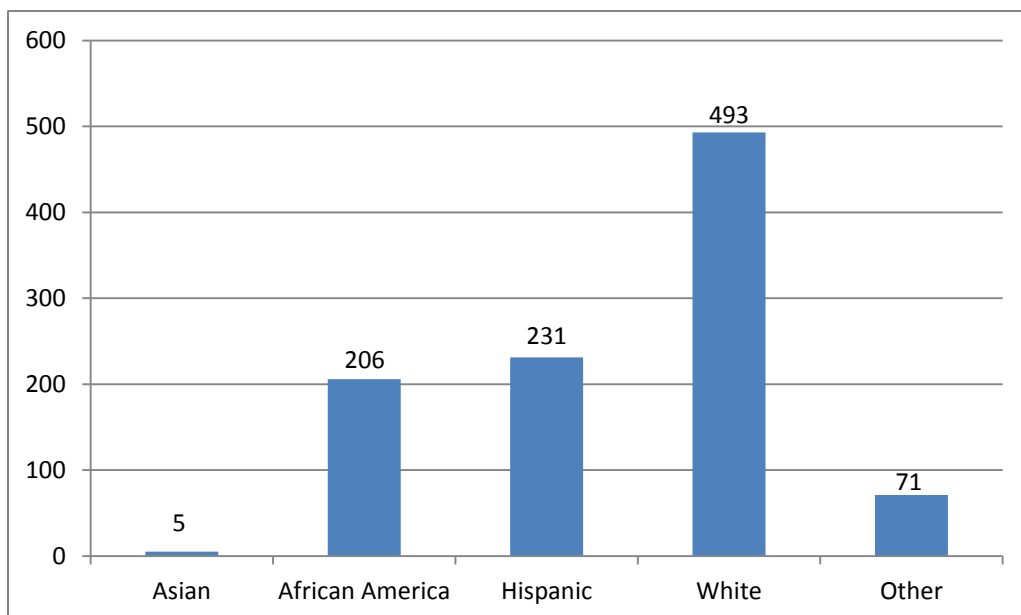
### STUDENT POPULATION

The data indicates that the student enrollment for Chandler Creek Elementary is currently the highest in enrollment this year (1007) out of the 5 shown years. If the current enrollment trends continue, our school will most likely reach capacity within the next 5 years. (See following graph).

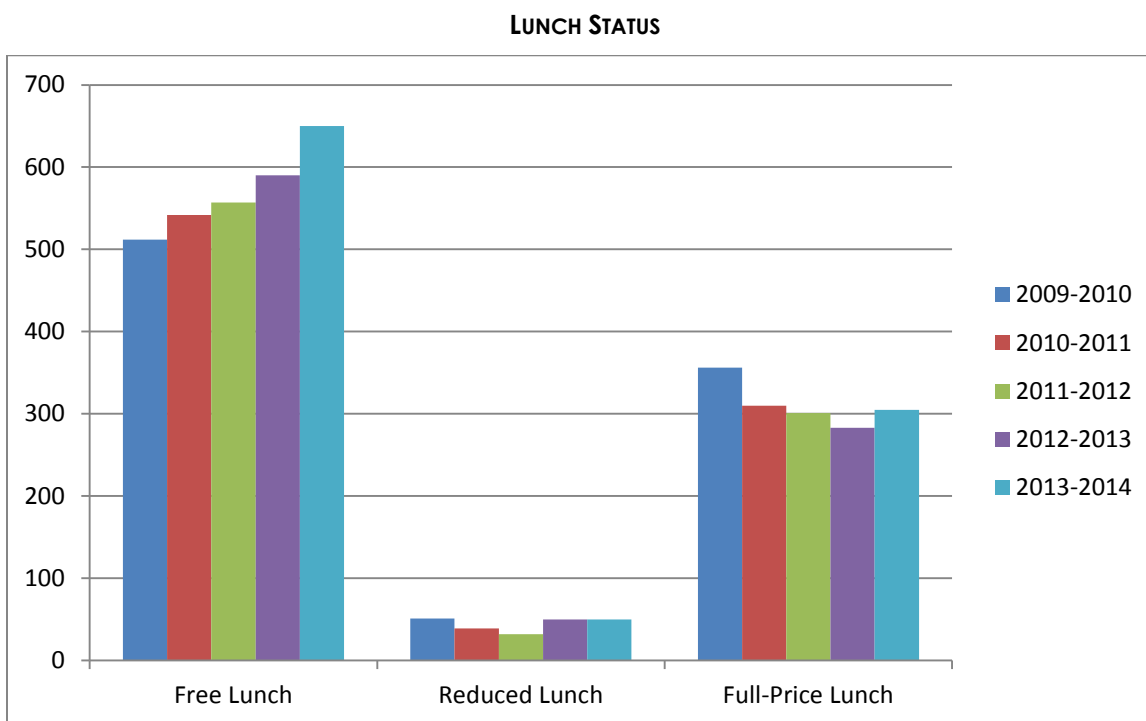


### Student Ethnicity

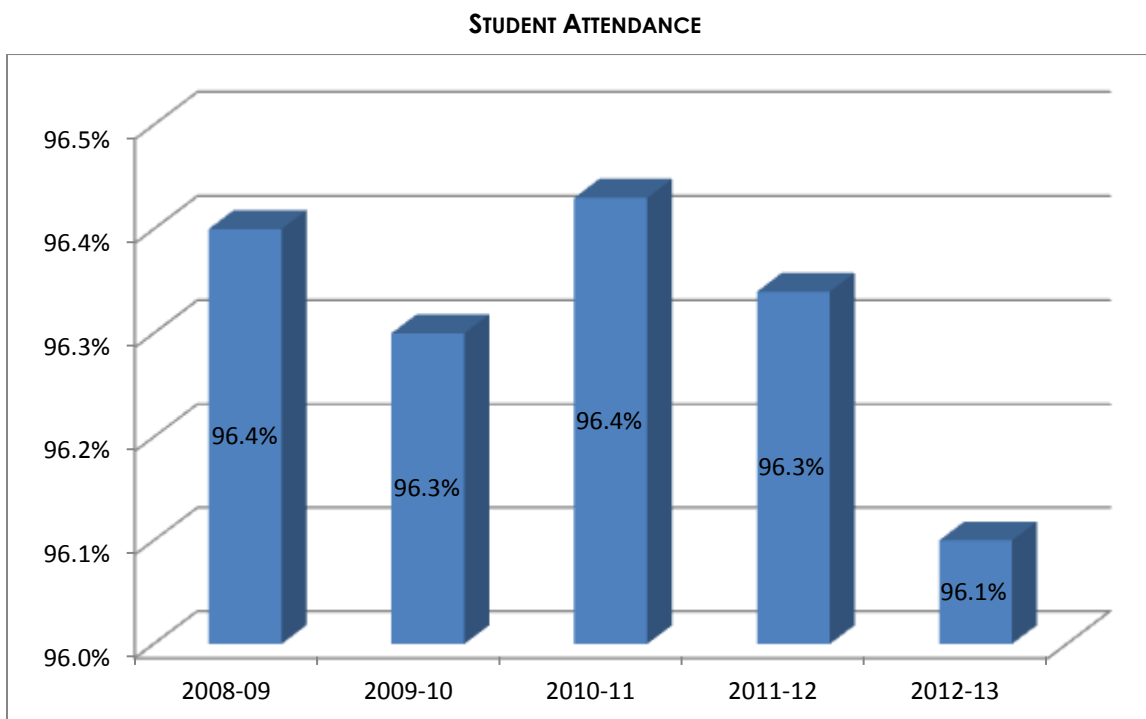
The data in the following graph separates the student enrollment population by ethnicity. According to the information, the student population at Chandler Creek Elementary School is becoming more diverse. The Hispanic population has been steadily growing so that now the total has reached approximately 25% of the total population (or about 232 students). The total of black students is 195 (21%) this school year. The other category (which includes Asian, American Indian, Pacific Islander, etc.) has remained steady the last two years.



The following information shows a visual representation of the percentage of students who receive free lunch, reduced lunch, or purchase lunch at a full-price.



The data in the following graph shows that the yearly average student attendance is very high and has only varied slightly over the past five years.



## INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

### PRIMARY ACADEMIC EDUCATIONAL MODELS:

First and foremost, Chandler Creek has become an authorized International Baccalaureate Primary Years Programme world school. The International Baccalaureate Organization (IBO) is a recognized leader in the field of international education, encouraging students to be active learners, well-rounded individuals and engaged world citizens. "The Primary Years Programme (PYP) is a transdisciplinary programme of international education designed to foster the development of the whole child. The International Baccalaureate PYP is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children." (IBO website) With a focus on student-led structured inquiry, the PYP at Chandler Creek has changed the way teachers teach and students learn.

Second, Chandler Creek uses a testing program by the Northwest Evaluation Association (NWEA) called MAP, Measuring Academic Progress. This computerized test assesses students' academic ability. It allows teachers and parents to recognize what the students have learned and what still needs to be learned. The test is given in Reading and Mathematics. Each subject area is broken down into categories by skills or standards. For example, the Mathematics test's components are Number & Operations, Algebra, Geometry, Measurement, and Data Analysis & Probability. The MAP test is administered three times a year; once in the fall, winter and again in the spring. Scores and growth norms are provided to the teacher to compare students' scores with the norm values. The score sheet indicates the range where students should perform at the beginning of the year and the range where they should perform by the end of the year. After the students take the MAP test in the fall, teachers at Chandler Creek use the scores to create a Math goal and an English Language Arts goal for the year. Teachers use this information to guide their instruction and to identify specific student needs. Not only can the scores be used for instructional planning, they also can be used at a parent conference, to screen for special classes or programs, and also to serve as a comparison with other schools across the district.

There are several special features of the MAP test that make it a quality assessment tool. One feature is that no two subject area test questions are the same. For example, if two students are sitting next to one another taking the same subject area test, the students will not be given the same test questions. A second great feature of the MAP test is that the program automatically adjusts the difficulty level of the questions according to how well or how poorly the students are answering them. Another feature is that accommodations can be made for special education students who have certain disabilities or deficits. For example, the mathematics section may be read aloud to students who have reading disabilities. However, the reading section is excluded from that modification, but students may test in small groups for this test.

Below is a list of other instructional /organizational models used at Chandler Creek:

- Guided Reading
- Soar to Success/Reading Intervention
- The Every Day Counts Calendar Math – daily math problem solving
- Math Superstars – challenging math problems
- Reading Counts
- IXL Math
- Compass Learning
- Thinking Maps –set of eight graphic organizers that each represent a thinking skill (classify, describe, compare, cause and effect, etc.)
- Write from the Beginning – an organizational tool for writing based on Thinking Maps
- Performance Assessment System (PAS) – evaluation system for teachers, administrators, instructional coaches, etc.

**PRIMARY BEHAVIORAL EDUCATIONAL MODELS:**

- International Baccalaureate (IB) Student Learner Profile (principled, open-minded, balanced, inquirer, caring, reflective, thinker, knowledgeable, and communicator)
- IB attitudes (curiosity, cooperation, creativity, integrity, commitment, appreciation, empathy, confidence, tolerance, enthusiasm, independence, and respect)
- Chick-fil-A Core Essentials program (knowledge, determination, gratitude, generosity, resourcefulness, fairness, conviction, hope, and obedience)
- Governor's Citizenship Award
- FANS (Facing forward, Arms to side, Not talking, Single file) lines in hallways during transitions to help maintain control and flow of traffic.
- Kiwanas Terrific Kid program & Quarterly Award's Ceremonies
- Student handbook available on Chandler Creek Website

<http://www.greenville.k12.sc.us/ccreek/parents/policies.as>

# Mission, Vision and Beliefs

## Mission Statement

The mission of Chandler Creek Elementary is to develop the enthusiasm for lifelong learning through inquiry in a global, caring environment developing responsible citizens who exhibit core values.

## Essential Agreements:

### Enthusiasm

- We will actively engage in positive actions and attitudes.

### Lifelong Learning

- We will take the initiative to learn new things every day.

### Inquiry

- We will celebrate wondering by asking questions and seeking answers.

### Global Environment

- We will appreciate and celebrate differences as we open our eyes to the world.

### Caring Environment

- We will support others by showing kindness and genuine interest.

### Responsible Citizens

- We will make good choices and take ownership of actions.

### Core Values

- We will display good character by doing what is right.

## Vision Statement

When the Chandler Creek vision is fully implemented, not only will all students be proficient in state learning standards as assessed with PASS, but both students and teachers will be enthusiastic about school. They will be knowledgeable and able to communicate what is being accomplished in our building. As an authorized International Baccalaureate school implementing the Primary Years Programme, our vision is well on its way to becoming our reality. Instruction will be student led with teacher facilitation, and assessment will include both teacher and student reflection. Curriculum will be approached in an integrated and global manner allowing all students to learn and succeed.

## Beliefs

Included is a summary of the curriculum, instruction, assessment, and environmental factors that the Chandler Creek staff believes will support effective learning for students.

### Curriculum must-

- Be standards based and challenging
- Include real world application
- Include quality literature
- Include hands on learning and varied practice
- Include both student and teacher inquiries/questions
- Be developmentally appropriate and reach all learning styles
- Include transdisciplinary skills
- Include integrated subject matter

Instruction must-

- Come from highly trained educators
- Accommodate a variety of learners with various strategies
- Promote exciting and global learning experiences
- Include whole group/small group/individual
- Be creative and hands-on
- Be student led with teacher facilitation
- Be based on high expectations
- Be well planned and have clear objectives
- Promote higher level thinking skills & problem solving skills
- Integrate technology

Assessment must-

- Include knowledge and performance assessments
- Be correlated to instruction
- Be informal and formal
- Be formative and summative in nature
- Be standards-based
- Use the same vocabulary as instruction
- Include student portfolios
- Include a variety of strategies/assessments
- Include student input and reflection
- Be analyzed for meaningful data to be used for planning

The environment should-

- Allow all students to feel success
- Be safe, clean, and inviting
- Allow all students to feel important, valued, and safe sharing their perspective
- Allow the students to foster a positive attitude towards themselves, their school, their community, and the world
- Include parent involvement

## Data Analysis and Needs Assessment

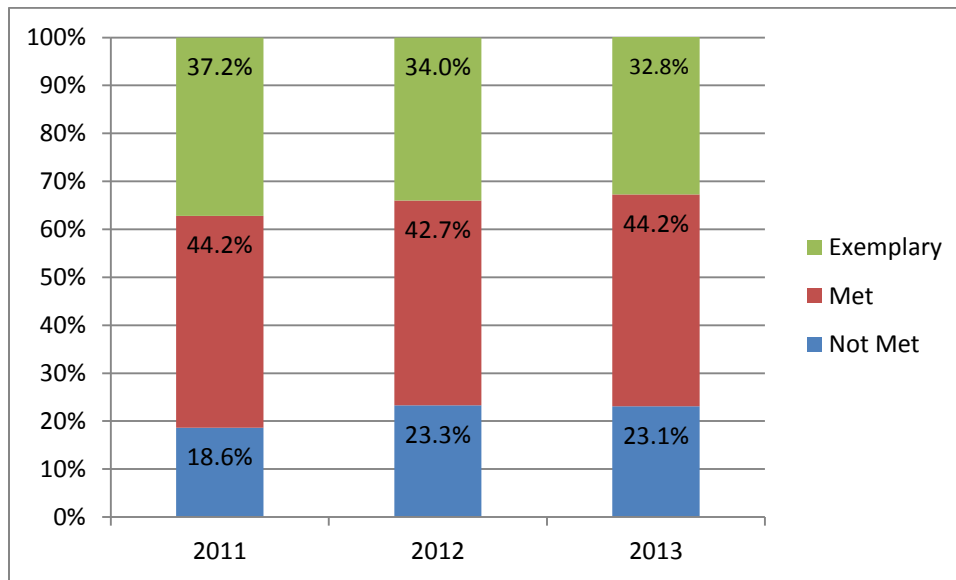
Chandler Creek and Greenville County School District use the state assessment, PASS, as their main basis for evaluating student performance. Beginning in the 2008-2009 school year, elementary level students in grades 3, 4, and 5 began taking the PASS test. In previous years, these students were administered the PACT test. We have concentrated on examining scores for ethnic groups that make up the majority of our population: White, Black and Hispanic and our Special Education population.

An analysis of disaggregated achievement results follows.

### Student PASS Results (Grades 3, 4, & 5)

#### Writing

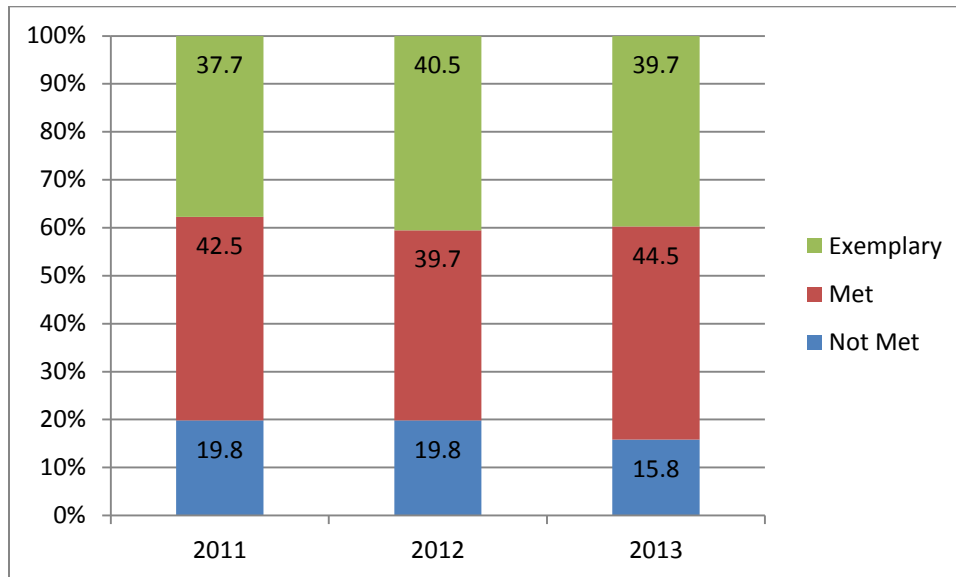
The following graph shows the percent of students who scored not met, met or exemplary on the Writing PASS test from 2011-2013. 77% of students met the standard set by the state in the Spring of 2013.





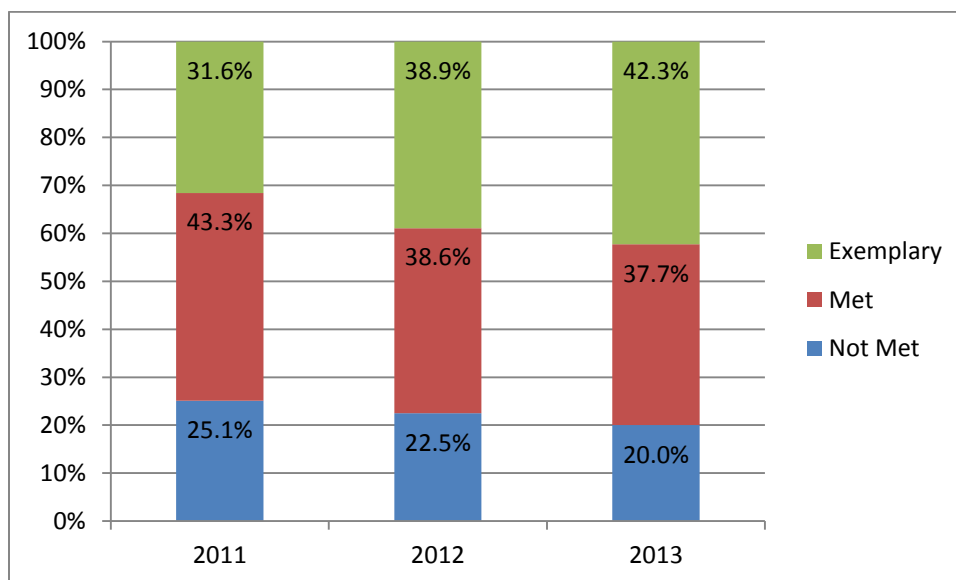
## ELA

The following chart shows the percent Not Met, Met and Exemplary for ELA - **Reading/Research** from 2011-2013 for Chandler Creek Elementary students in third through fifth grades.



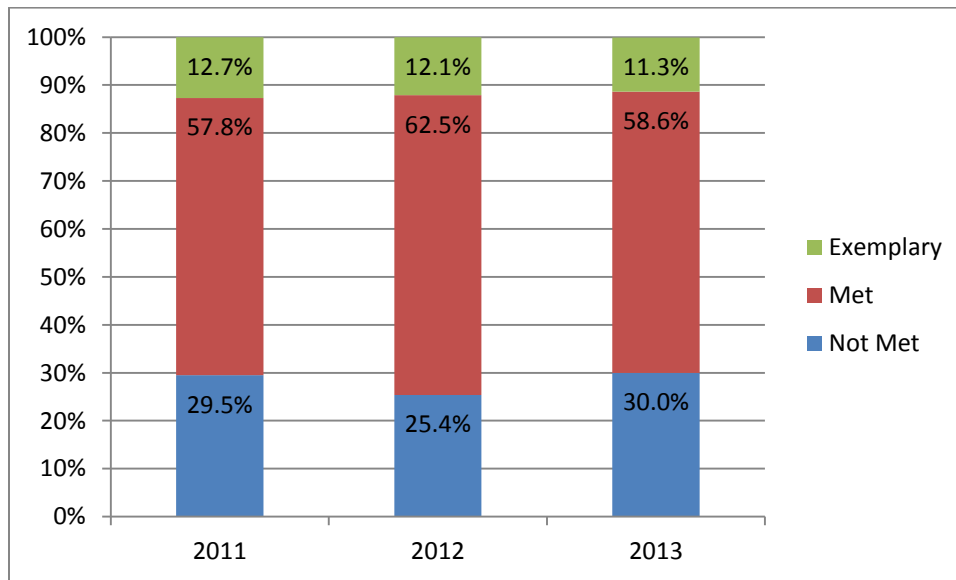
## Math

The following graph shows the progress of students in Math the past three years. We have seen an increase in the number of students scoring exemplary and a decrease in the number of students scoring not met and met.



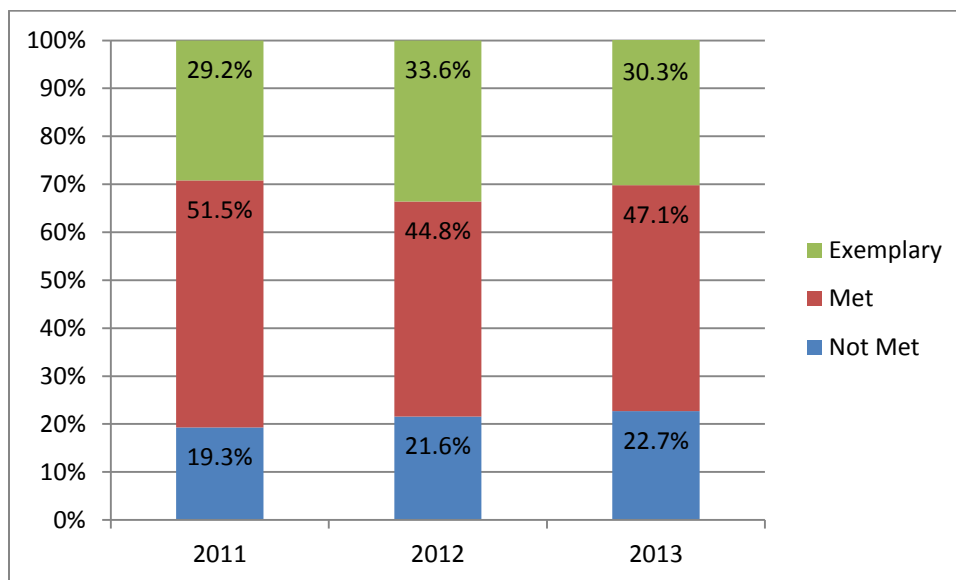
## Science

The following graph shows the progress of students in Science. This subject area was our weakest area in the spring of 2013. Approximately thirty percent of our students scored not met and eleven percent exemplary in the area of Science in 2013.

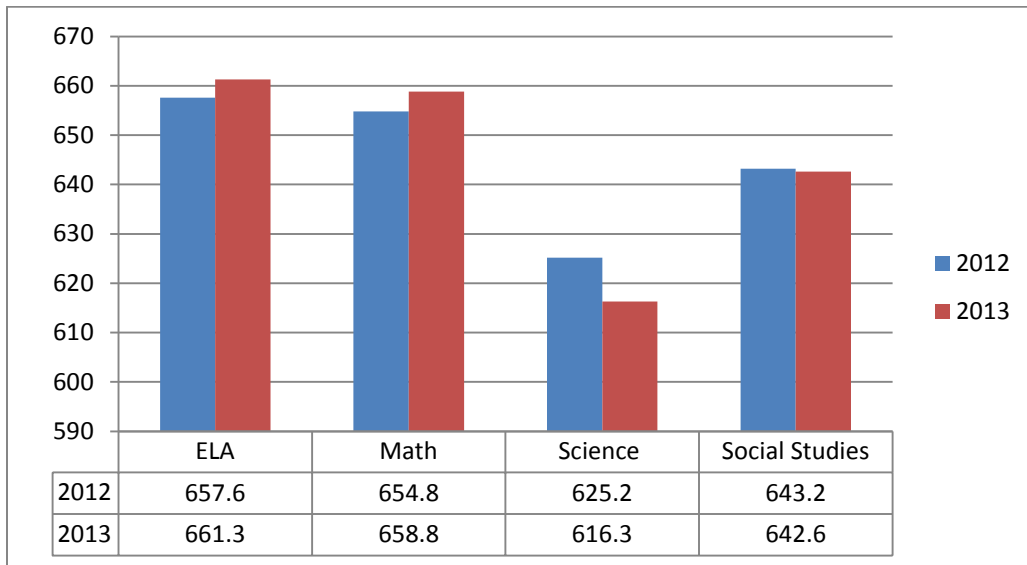


## Social Studies

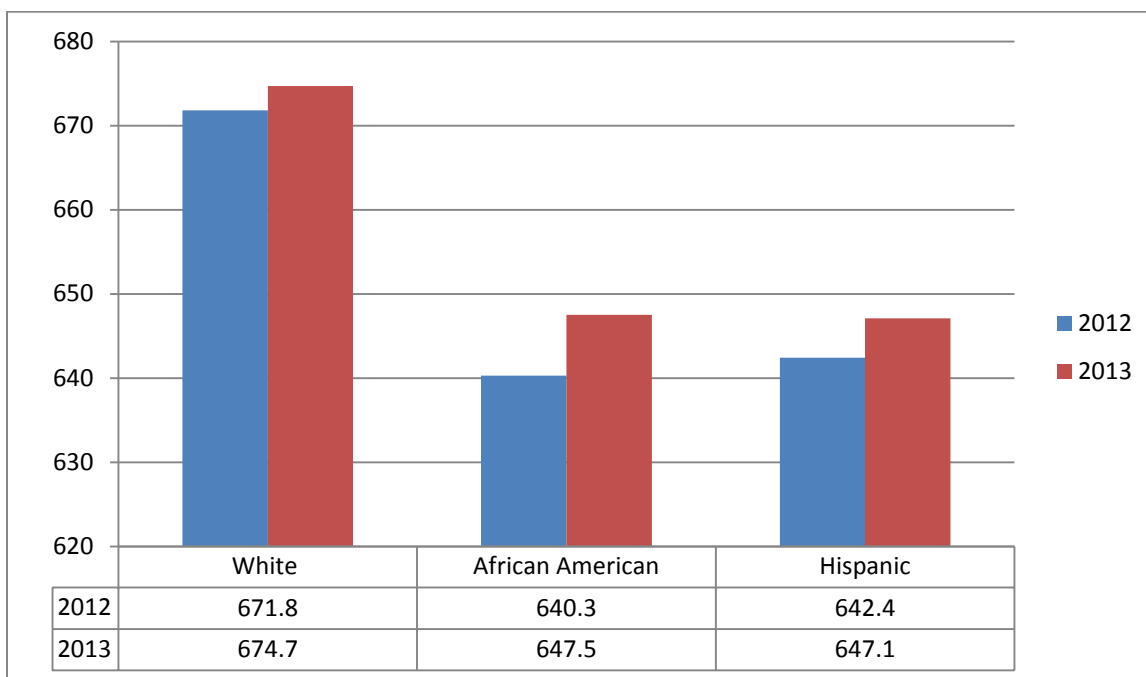
The following graph shows the progress in the area of Social Studies. Approximately three-fourths of our students scored Met or Exemplary in this subject area the past three years.



### PASS Breakdown by Mean Scale Score

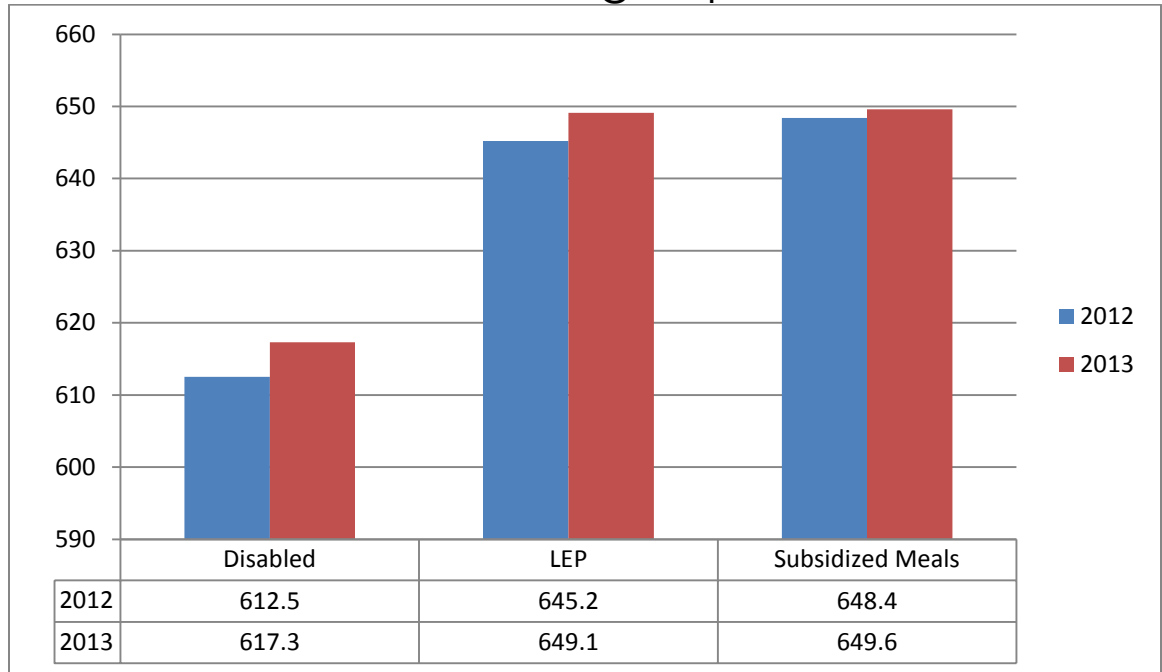


# ELA

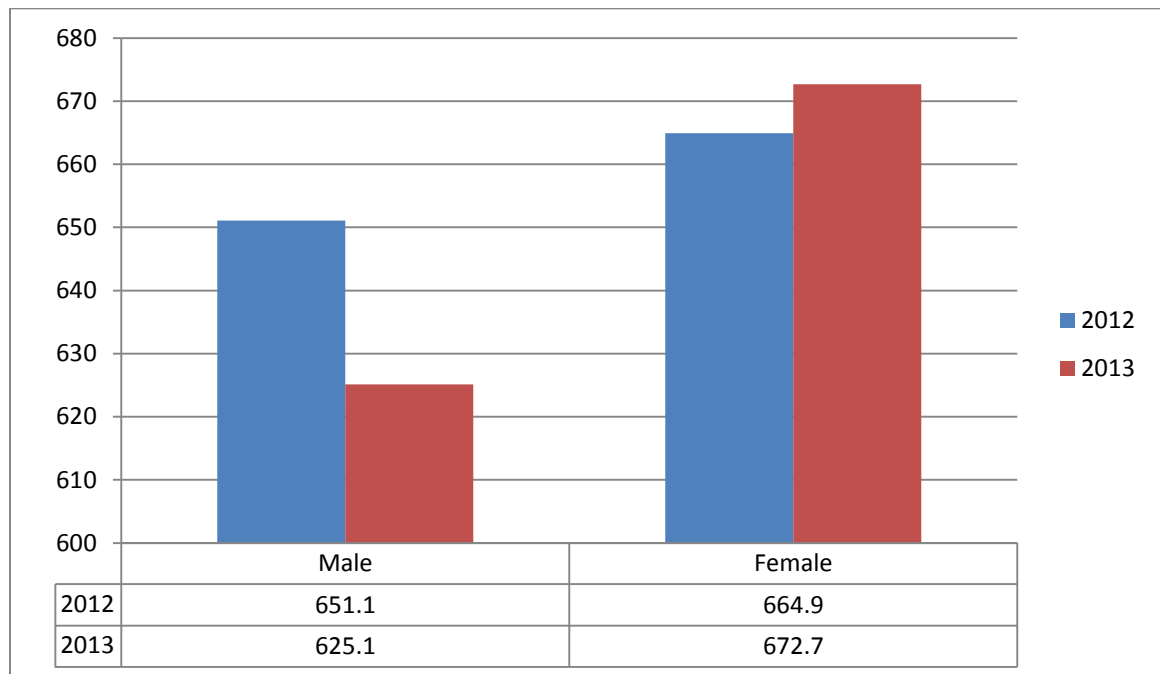


Our white students had a higher mean score on the ELA – Reading/Research portion of the PASS test compared to our Hispanic and African American groups. However, all of our ethnic groups averaged a higher mean than the benchmark of 635 set forth by the state.

## ELA Subgroups



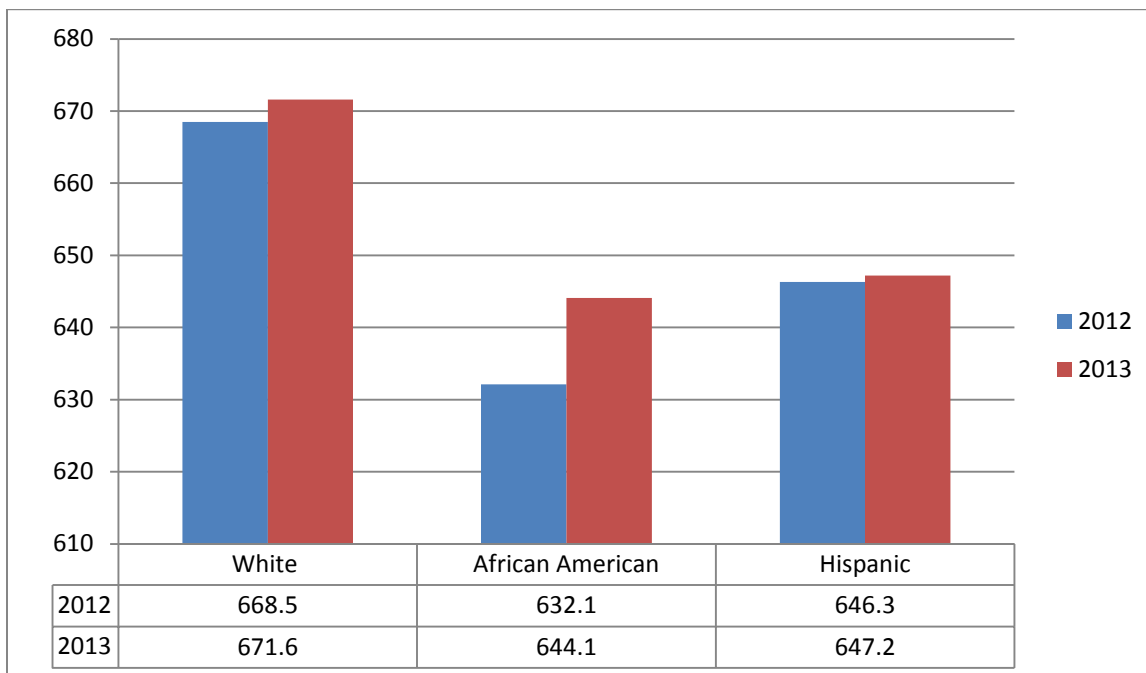
Our disabled population was 44 points below the schools mean of 661.3 in the area of ELA and 17.7 points below the target mean of 635.



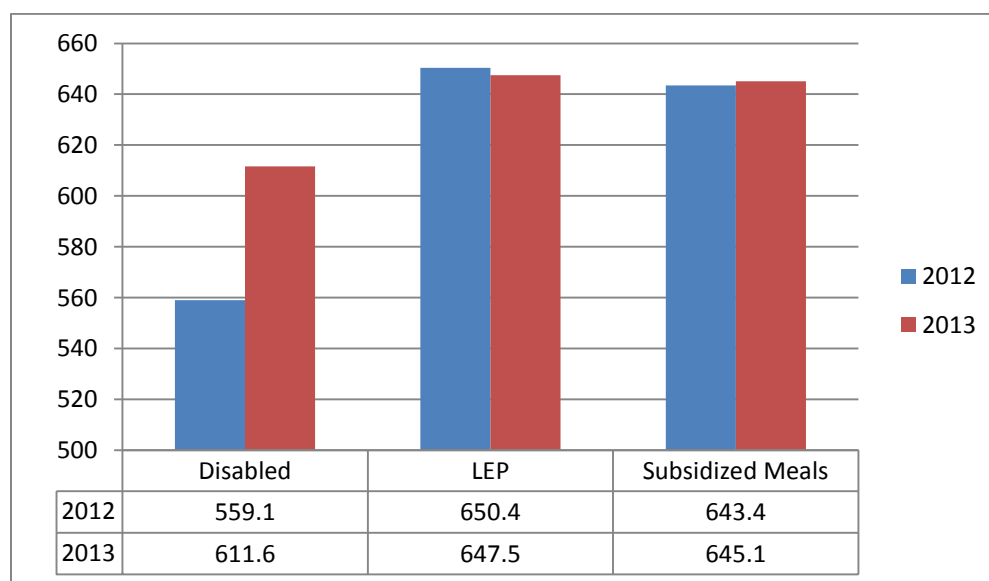
The graph above shows the difference between male and female 3rd, 4th, and 5th grade students on PASS ELA-Reading/Research.

## Math

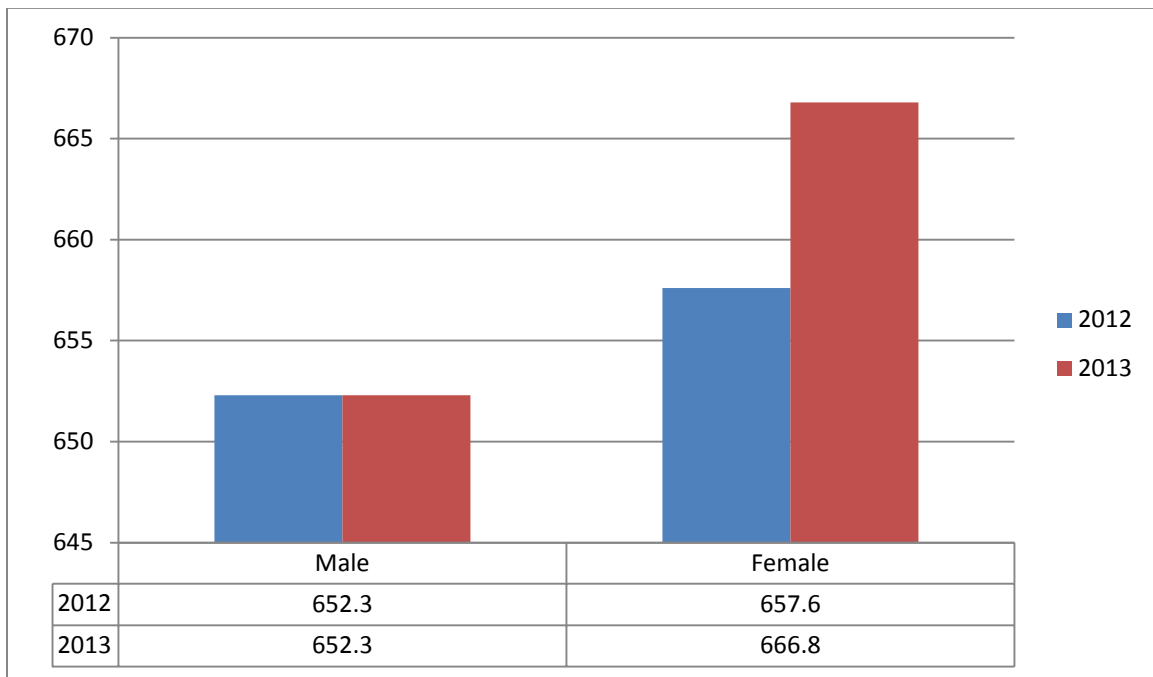
The following chart displays the difference between our third, fourth, and fifth grade students by ethnicity. Our African American students showed a twelve point growth from 2012-2013.



The following chart displays the difference between our disabled, LEP and subsidized meals students in 3rd, 4th, and 5th grades on PASS Math. When compared the disabled students had the lowest mean score but showed significant growth (52.5 points) from 2012 to 2013.



The following chart displays the difference between male and female students in 3rd, 4th, and 5th grades on PASS Math.

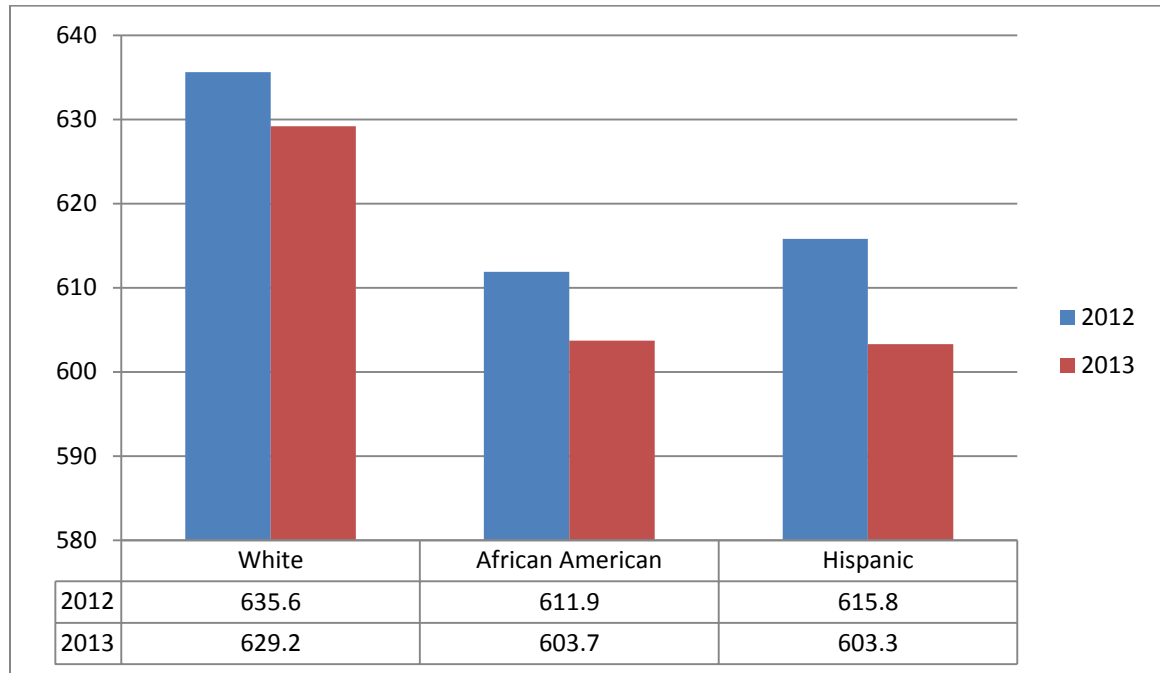


The data indicates that the females outperformed the males by 9.2 points in 2013.

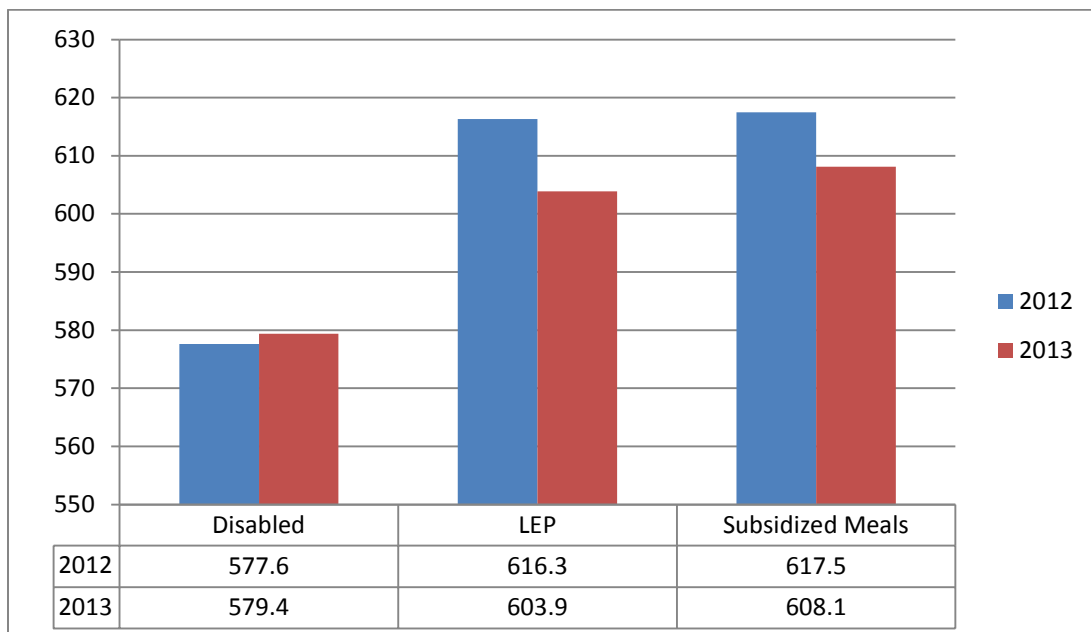
## Science

The SC Department of Education randomly selected students in 3rd and 5th for science testing. All of our fourth grade students were tested in science.

The following chart displays the difference between the third, fourth, and fifth grade student's PASS Science scores by ethnicity. The African American and Hispanic students had a lower mean score when compared to the white students.

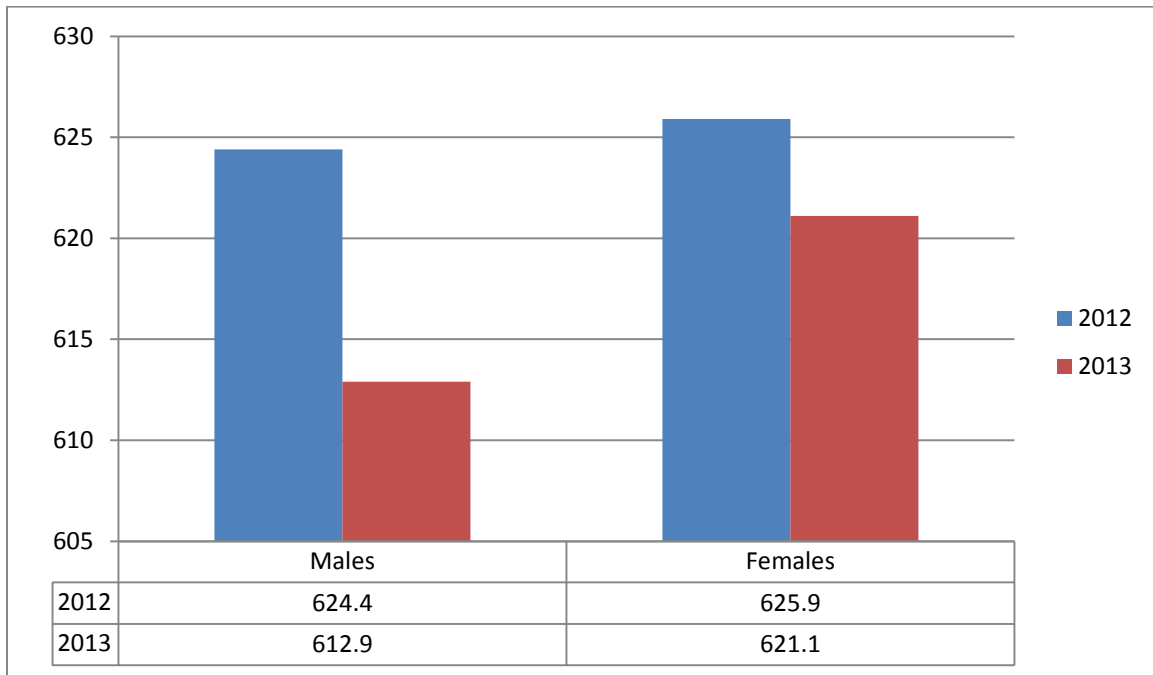


The following chart displays the difference between our 3rd, 4th, and 5th grade students with disabilities, LEP and subsidized meals on PASS science. The data indicates that there was a higher mean score for LEP and subsidized meals students than disabled students on the PASS Science test.





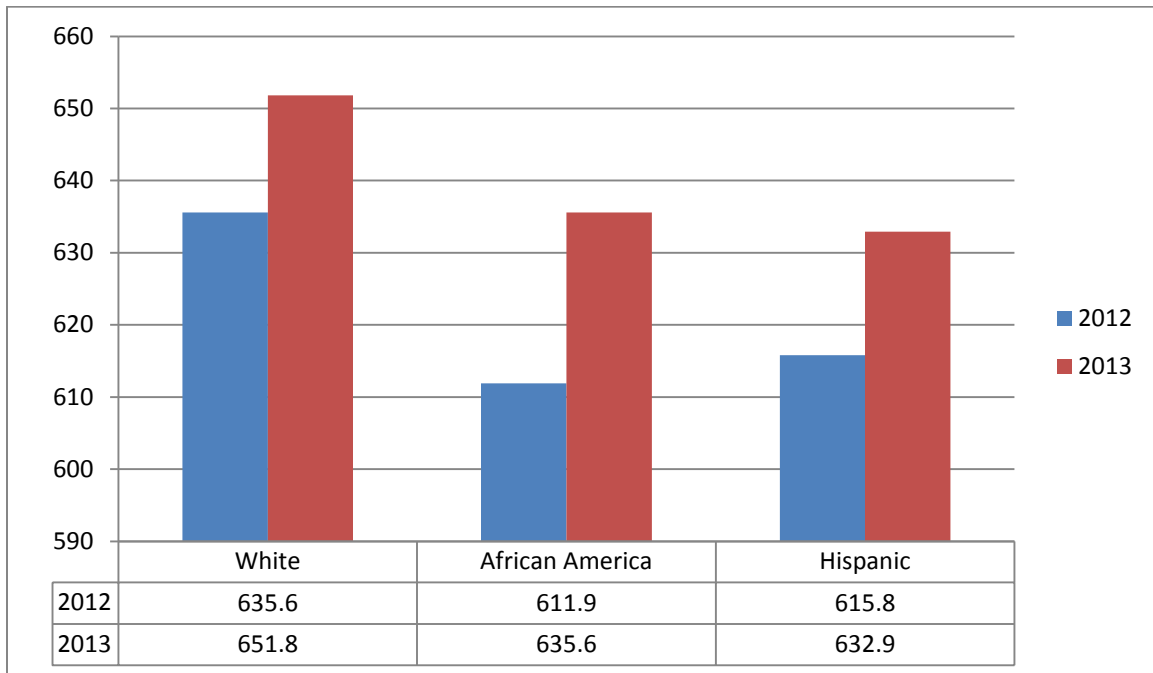
The following chart displays the difference between our 3rd, 4th, and 5th grade male and female students. There was an approximate eight point difference in the mean score between these two groups.



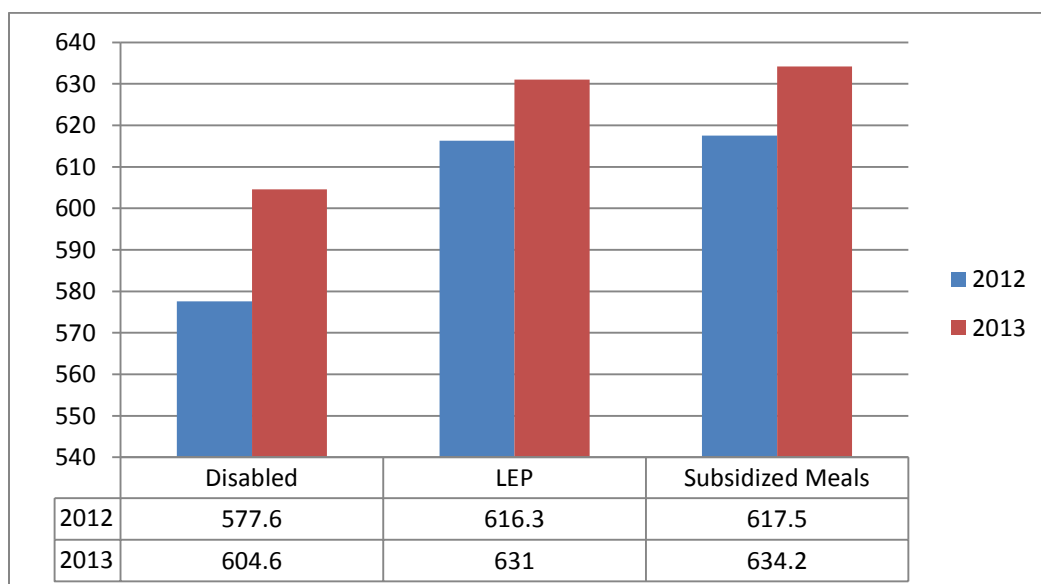
## Social Studies

The SC Department of Education randomly selected students in 3rd and 5th for science testing. All of our fourth grade students were tested in Social Studies.

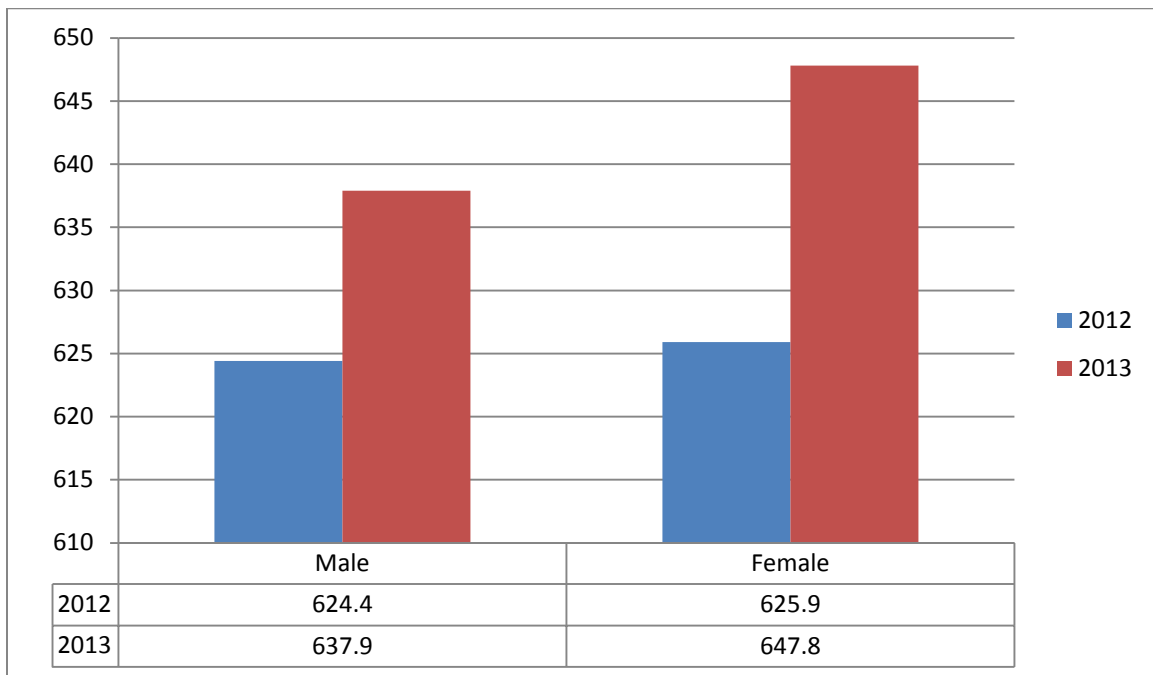
The following chart displays the difference between 3rd, 4th, and 5th grade students on PASS social studies by ethnicity. The African American and Hispanic students had a slightly lower mean score when compared to the white students.



The following chart displays the difference between 3rd, 4th, and 5th grade students with subsidized meals, LEP and learning disabilities on PASS Social Studies. The mean score for LEP and subsidized meals students was approximately twenty-five points higher than students with a disability.



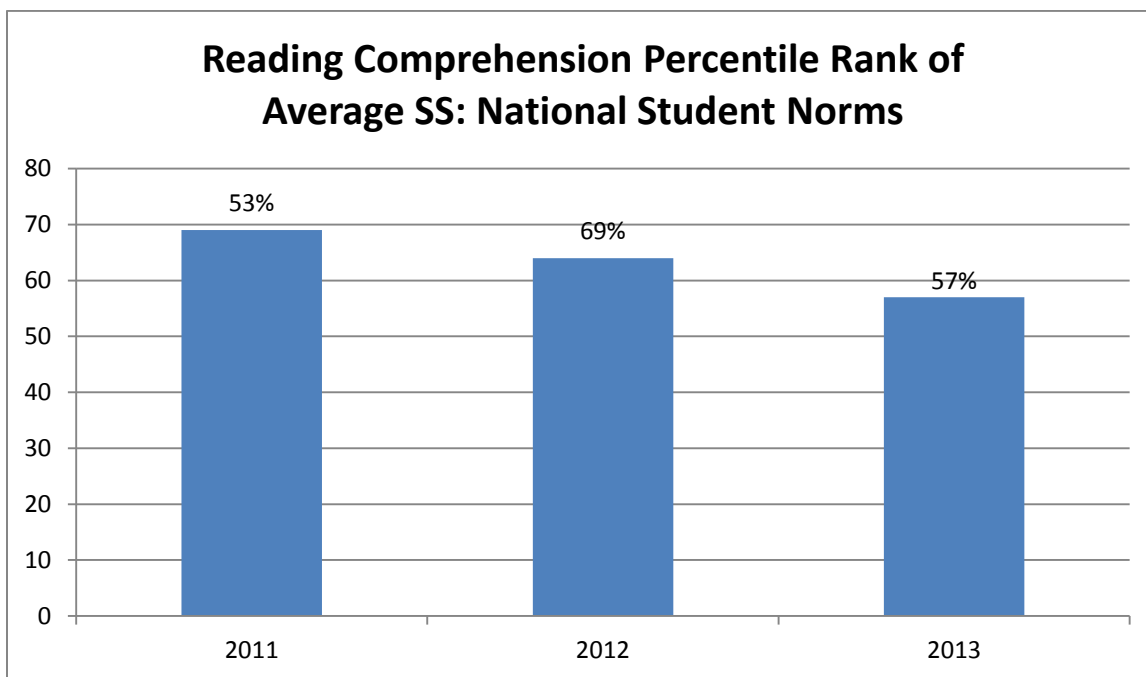
The following chart displays the difference between our male and female 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students on PASS Social Studies.



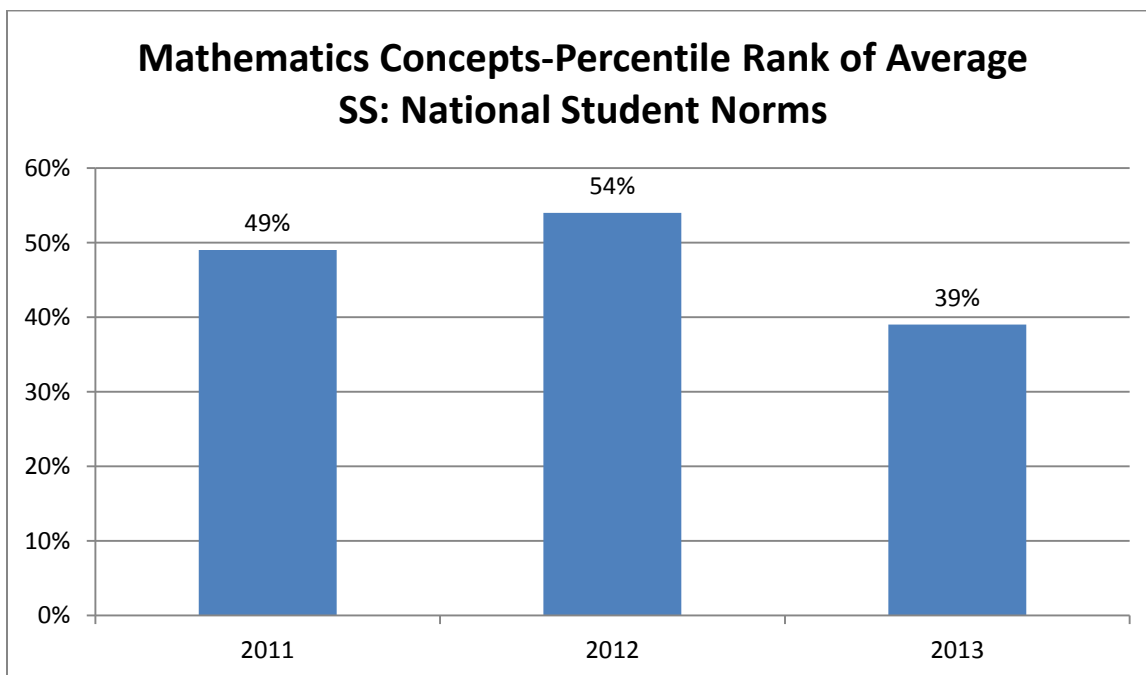
Data indicates a 9.9 difference between males and females on the PASS Social Studies test.

## ITBS-2<sup>nd</sup> Graders

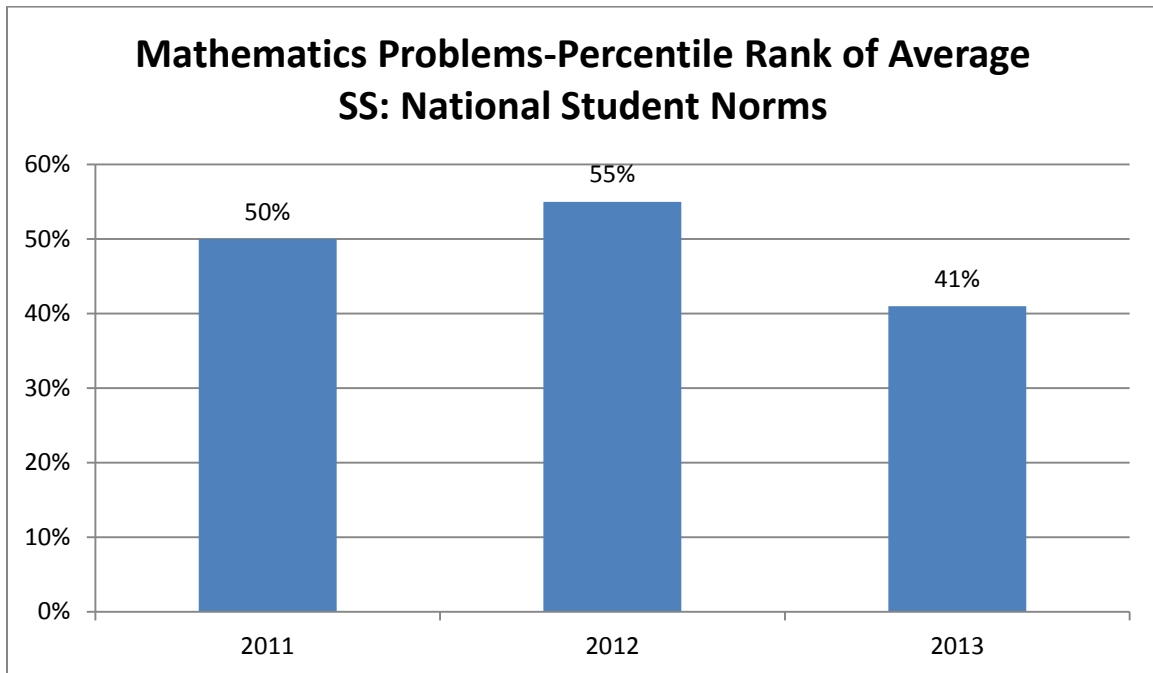
The following graph shows the progress of students in the area of Reading comprehension on ITBS the past three years. Our students have made significant gains since 2010.



The following graph shows the progress of students in the area of Mathematics Concepts on ITBS the past three years. Our student's scores have been increasing each year since 2010.



The following graph shows the progress of students in the area of Mathematics Problems on ITBS the past three years. Our student's scores have been increasing by approximately four to five points each year.



# Needs Assessment

<b><u>OUTCOMES</u></b>	<b><u>NEXT STEPS</u></b>
<p><b><u>GOAL AREA:</u></b> Raise the academic challenge and performance of each student.</p> <p><b><u>FIVE YEAR PERFORMANCE GOAL:</u></b> Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 76.7% in 2012 to 81.7% in 2018.</p>          <p><b><u>PERFORMANCE Goal 2:</u></b> Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.</p>          <p><b><u>PERFORMANCE Goal 3:</u></b> Meet the state and federal accountability objectives for all students and subgroups in science each year.</p>	<p><b><u>Goal 1</u></b></p> <ul style="list-style-type: none"> <li>• Continue to implement Learning Focused Strategies.</li> <li>• Continue the Response to Intervention program in K5 and 1<sup>st</sup> grade.</li> <li>• Examine ELA test data, writing prompts, reading benchmarks and MAP results for differentiation.</li> <li>• Work with students to set appropriate goals based on MAP data. Review and revisit goals periodically throughout the year.</li> <li>• Training and implementation of Balanced Literacy instructional model (Fountas and Pinnell)</li> <li>• Development of curriculum maps</li> <li>• Use the Compass Odyssey computer program.</li> </ul> <p><b><u>Goal 2</u></b></p> <ul style="list-style-type: none"> <li>• Purchase additional kits and have teachers trained in the use of <i>Everyday Math Counts</i>.</li> <li>• Continue the use of the Fantastic Five Program in grades 3-5 and expand to grade 2 in 2013</li> <li>• Use of district curriculum portal</li> <li>• Development of curriculum maps</li> <li>• Utilize Learning Focused strategies</li> <li>• Examine common assessments, survey information, Measures of Academic Progress (MAP) and district benchmarks to track student progress in math.</li> <li>• Work with students to set appropriate goals based on MAP data. Review and revisit goals periodically throughout the year.</li> <li>• Use of Math IXL weekly</li> <li>• Weekly Brainbusters group for grades 3-5 (students projected not met for PASS)</li> <li>• Continue the Math Mania program to increase Math fact fluency in grades 1-5</li> </ul> <p><b><u>Goal 3</u></b></p> <ul style="list-style-type: none"> <li>• Development of curriculum maps</li> <li>• Use of district curriculum portal</li> <li>• Use of Science Lab for hands-on inquiry based lessons twice a month for grades 3-5</li> <li>• Analyze PASS data at each level (teacher, grade, school) to determine student's strengths and weakness and areas of the curriculum that need improvement</li> <li>• Continue to use multi-media to engage students and further inquiry (United</li> </ul>



**SCHOOL-BASED PROFESSIONAL DEVELOPMENT CALENDAR**  
**For School Year 2012-2013**

<b>Date</b>	<b>Title</b>	<b>Who Led</b>	<b>Description</b>	<b>Targeted Group</b>
8/15/2013	School Data Overview and Goal Setting	Principal	Participants will analyze Spring PASS data and set goals for the coming school year.	All Teachers
8/16/2013 9/23/2013	Mentor and Mentee Training	Instructional Coach	This session is for mentors, induction teachers and ADA teachers. This fun-filled hour will include snacks, group reflection & collaboration, instructional strategies and more. This is a great opportunity for mentors to get together and get the support they need in this challenging role, as well as let new staff get together and reflect on their needs.	First Year Teachers Teachers new to the district and their mentors
9/4/2012	Fountas and Pinnell Benchmark Assessments	Anne Frichtl Alissa Edwards Kristy Gwinn Mary Margaret Hewitt	Participants will learn how to utilize Fountas and Pinnell benchmarking system to assess students and place into groups for guiding reading.	Teachers
9/10/2013 10/1/2013 10/29/2013	Moving Forward with Balanced Literacy	Sharon Hull	This interactive session continues to focus on developing and extending participants' understanding of the key components and research based best practices that are foundational to the Balanced Literacy Framework.	Primary and Intermediate Teachers
9/11/2013 10/30/2013 11/20/2013 3/26/2014	Curriculum Focus Teams	Instructional Coach	Teachers will work together in content area teams. Teachers will evaluate assessments, their effectiveness, and discuss standards.	Teachers
10/2	Using Data to Drive Instruction	Principal	Teachers will be introduced to the Data Team Learning Log and how to use weekly formative assessments to make instructional decisions and tiered intervention groups. Strategies will also be provided for setting measurable goals.	Teachers



10/16/2013	Rubicon for Teachers	Ann Presley	Teachers will learn how to manipulate Rubicon and develop their own PYP maps.	Teachers
10/24/2012 2/27/2013	Transition to the Common Core: Increasing Rigor in Curriculum and Assessment	Tracy LeGrand Jenny Dehlinger Sarah Joy Smith Candace Grugan Colleen Hinson	What do fewer, clearer, and higher standards look like? Teachers discuss the rigorous expectations in the Common Core State Standards and explore effective approaches to assist with the transition. Cognitive rigor will be defined and a matrix will be provided that integrates strategies for analyzing lesson plans, instruction, and assessments.	Teachers
11/1/2012	Understanding the Math Common Core	Instructional Coach	Participants will identify the differences in conceptual and procedural knowledge and examine the shifts in current instructional practices and assessments that correlate with the Common Core Math Standards.	Teachers
11/14/2012	Learning Focused Strategies	Instructional Coach	Participants will review the foundational principles of Learning Focused and specific attention will be given to activating and summarizing activities.	New Teachers
11/14/2013	Google Docs	Instructional Coach	This workshop is designed to assist teachers in using the Web 2.0 tool Google Docs. Teachers will create accounts and begin hands on practice at creating documents that can be shared and revised with other teachers.	Teachers
12/4/2013	PBIS: How Will It Work for You?	Jennifer Dodds Alicia Keller	Participants will obtain knowledge and skills in classroom management designed to improve school climate and provide positive behavior support for all students.	Teachers

12/5/2013	All About Google Drive	Jenny Dehlinger	Teachers will be learning how to use the tools found in Google Drive to easily collaborate with colleagues.	Teachers
1/15/2014	Collaborating within Google Docs	Jenny Dehlinger	Participants will learn how to share, collaborate and comment with their colleagues and students while using Google Docs.	Teachers
1/16/2014	Utilizing Grade Cam	Carlton Greene	Participants will learn how to use the web-based GradeCam for the grading of assessments, including how to connect to a document camera, create forms, use item analysis, and load grades to electronic gradebooks.	Teachers
1/17/2014	Data Made Simple	Jane Mills	Participants will work in collaborative data teams to examine and reflect on current and past data.	Teachers
1/22/2014	Common Core Math	Cathy Hale	Teachers will learn best practices for implementing student centered activities for common core math standards.	Teachers
2/5/2014 2/26/2014	Writing Vertical Teams	Jane Mills	This session will allow teachers to form vertical teams and analyze student writing with the district/state rubric. Each team will present their analysis to the entire faculty to determine areas of improvement.	Teachers
3/12/2014	Using iPADS Effectively in the Classroom	Jennifer Dodds Bernadette Schaner Morgan Padgett Jill Farr Lydia Henderson	This session will focus on the iPad as both a teacher's tool and a resource for students. Specific ideas, projects, apps, and educational planning sites for the iPad will be shared.	Teachers
4/9/2014	Differentiation in the Math Classroom	Instructional Coach	Participants will broaden their knowledge about what differentiation is and how to implement it within their classroom.	Teachers

4/20/2014	IB Self Study Overview	Instructional Coach	Participants will learn about the IB Self Study process and how it impacts our school.	Teachers
5/14/2014	Moving Forward	Principal	Participants will reflect on the year and set personal goals for the 2014-2015 school year.	Teachers

**SCHOOL-BASED PROFESSIONAL DEVELOPMENT CALENDAR**  
**For School Year 2014-2015**

<b>Title</b>	<b>Who Led</b>	<b>Description</b>	<b>Targeted Group</b>
Data and Goal Setting	Instructional Coach Administration	Analyze PASS and create goals for the year	Teachers
Prioritizing your PAS-T Portfolio	Instructional Coach	This workshop will provide teachers with the tools and information they need to successfully compile their PAS-T portfolios. The focus will be on the required elements and optional documentation that should be included in all sections.	Teachers
Diving in to the MAP Data Pool	Instructional Coach	Participants will learn how to access the online Des Cartes program and use the information to plan for student needs.	2 <sup>nd</sup> -5 <sup>th</sup> Grade Teachers
Characteristics of and Strategies for Working with Special Needs Students	Speech, Resource, Gifted and Talented, ESOL	Preparing all students for CCSS curriculum/instruction/assessment	Teachers
Uncovering Student Ideas in Science	Instructional Coach Teachers	Teachers will learn how to use a variety of probes and formative assessment classroom techniques in Science.	Teachers
Curriculum Focus Teams	Teachers	Teachers will work together in content area teams. Teachers will evaluate assessments, their effectiveness, and discuss standards.	Teachers
Vertical Writing Teams	Teachers	This session will allow teachers to analyze student writing prompts. Each team will present their analysis to the entire faculty to determine areas of improvement.	Teachers
Technology Thursdays	Technology Committee Invited Presenters	Participants will learn how to enhance instruction through the use of technology. Areas of training include, (but are not limited to,), Promethean Board, Excel, Activ Expressions, Web site instruction, Compass Learning, Wikis, Edmodo, Blogs	Teachers
IB Vertical Teams	Teachers	Teachers will work in grade level and vertical teams to revise and create IB planners and discuss best practices. Teachers will plan activities and assessments that correlate with the standards and promote hands-on, inquiry-based learning.	Teachers
Common Assessment Data Teams	Instructional Coach Teachers	Teachers will discuss results from their common assessments and identify strengths and weaknesses within their classroom as well as the grade level	K5-5 <sup>th</sup> Grade Teachers

Diving into AIMSweb, ITBS and MAP Data	Instructional Coach Teachers	Teachers will review data and discuss their student's performance compared to the grade level, national and district norms. Strategies for learning will be discussed.	K5-5 <sup>th</sup> Grade Teachers
Deep Comprehension of Complex Text	Instructional Coach Teachers	Teachers will learn ways to target instruction to students' independent reading in order to assess how well they comprehend. Participants will also learn ways to match Common Core Standards for improved comprehension and reading on grade level.	Teachers
Assessment for Instruction	Instructional Coach Teachers	Participants will delve into meaningful aspects of formative assessment, including feed up, checking for understanding, feedback and feed forward.	Teachers
Project Based Learning	Instructional Coach Teachers	Participants will learn about project based learning and how it impacts student achievement. Ideas will be shared on how to incorporate a higher level of engagement with students in order for them to answer challenging questions and solve complex problems.	Teachers
IB Self Study	Instructional Coach	Participants will review the school and IB mission statement. Participants will then evaluate the strengths of our program and design a plan for to improve areas of concern.	Teachers

## **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 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. Goal Number 1 focuses on raising the academic challenge and performance of each student. Multiple sessions are offered throughout the year to provide teachers will research based strategies teachers can use in the classroom to increase students achievement and raise the level of rigor. These opportunities guide the programs through the programs we use at Chandler Creek, including Thinking Maps, Balanced Literacy, Learning Focused, The International Baccalaureate Program, PLC's and inquiry instruction. Our second goal ensures that qualified personnel are employed. 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. Teachers who have not had Learning Focused or Thinking MAPS training will be trained at the school level. 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 goad 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.

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

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

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

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 76.7% in 2012 to 81.7% in 2018.

**ANNUAL OBJECTIVE:** Annually increase by 1 percentage point(s) students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	77.7	78.7	79.7	80.7	81.7
<b>School Actual</b>	76.7	77.0					
<b>District Projected</b>	X	X	78.8	79.8	80.8	81.8	82.8
<b>District Actual</b>	77.8	78.8					

Baseline data from 2011-12 is based upon 5<sup>th</sup> and 8<sup>th</sup> grade scores only. Projected performance is based upon 3<sup>rd</sup> through 8<sup>th</sup> grade scores.

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 80.2% in 2012 to 85.2% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	81.2	82.2	83.2	84.2	85.2
<b>School Actual</b>	80.2	84.2					
<b>District Projected</b>	X	X	79.0	80.0	81.0	82.0	83.0
<b>District Actual</b>	78.0	80.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*



☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

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

ELA - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	<b>650</b>	<b>655</b>	<b>660</b>
<b>Actual Performance</b>							
All Students	657.6	661.3					
Male	651.1	652.1					
Female	664.9	672.7					
White	671.8	674.7					
African-American	640.3	647.5					
Asian/Pacific Islander	N/A	N/A					
Hispanic	642.4	647.1					
American Indian/Alaskan	N/A	N/A					
Disabled	612.5	611.6					
Limited English Proficient	645.2	647.5					
Subsidized Meals	648.4	645.1					

<b>ELA - District - Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	<b>650</b>	<b>655</b>	<b>660</b>
<b>Actual Performance</b>							
All Students	671.1	672.0					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.6					
African-American	644.4	648.3					
Asian/Pacific Islander	696.1	697.5					
Hispanic	650.8	653.4					
American Indian/Alaskan	688.2	677.3					
Disabled	614.9	618.2					
Limited English Proficient	654.9	657.2					
Subsidized Meals	649.2	652.5					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 77.5% in 2012 to 82.5% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	78.5	79.5	80.5	81.5	82.5
<b>School Actual</b>	77.5	80.0					
<b>District Projected</b>	X	X	78.4	79.4	80.4	81.4	82.4
<b>District Actual</b>	77.4	77.3					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

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

Math - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	654.8	658.8					
Male	652.3	652.3					
Female	657.6	666.8					
White	668.5	671.6					
African-American	632.1	644.1					
Asian/Pacific Islander	N/A	N/A					
Hispanic	642.4	647.2					
American Indian/Alaskan	N/A	N/A					
Disabled	612.5	611.6					
Limited English Proficient	645.2	647.5					
Subsidized Meals	648.4	645.1					

<b>Math - District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	<b>650</b>	<b>655</b>	<b>660</b>
<b>Actual Performance</b>							
All Students	664.8	664.0					
Male	665.3	663.6					
Female	664.3	664.4					
White	677.8	677.3					
African-American	636.8	634.5					
Asian/Pacific Islander	703.1	701.1					
Hispanic	649.0	650.6					
American Indian/Alaskan	668.4	674.4					
Disabled	607.9	606.9					
Limited English Proficient	656.1	657.6					
Subsidized Meals	643.6	643.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

**ANNUAL OBJECTIVE:** Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

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

% Tested ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	95.0	95.0	95.0	95.0	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<b>Actual Performance</b>							
All Students	100.0	100.0					
Male	100.0	100.0					
Female	100.0	100.0					
White	100.0	100.0					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100.0	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	100.0	100.0					
Limited English Proficient	100.0	100.0					
Subsidized Meals	100.0	100.0					

<b>% Tested ELA – District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>Projected Performance</b>	95.0	95.0	95.0	95.0	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<b>Actual Performance</b>							
All Students	99.9	99.9					
Male	99.9	99.9					
Female	99.9	100.0					
White	99.9	100.0					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100.0					
Hispanic	99.9	99.8					
American Indian/Alaskan	100.0	100.0					
Disabled	99.2	99.6					
Limited English Proficient	99.8	99.8					
Subsidized Meals	99.8	99.9					

<b>% Tested Math – School</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>Projected Performance</b>	95.0	95.0	95.0	95.0	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<b>Actual Performance</b>							
All Students	100.0	100.0					
Male	100.0	100.0					
Female	100.0	100.0					
White	100.0	100.0					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100.0	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	100.0	100.0					
Limited English Proficient	100.0	100.0					
Subsidized Meals	100.0	100.0					



<b>% Tested Math – District – Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>Projected Performance</b>	95.0	95.0	95.0	95.0	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<b>Actual Performance</b>							
All Students	100.0	100					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/Alaskan	100.0	100.0					
Disabled	99.8	99.7					
Limited English Proficient	99.9	100.0					
Subsidized Meals	99.9	100.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 74.6% in 2012 to 79.6% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	75.6	76.6	77.6	78.6	79.6
<b>School Actual</b>	74.6	70.1					
<b>District Projected</b>	X	X	76.9	77.9	78.9	79.9	80.9
<b>District Actual</b>	75.9	77.0					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in science as measured by the Palmetto Assessment of State Standards (PASS).

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	625.2	616.3					
Male	624.4	612.9					
Female	625.9	621.1					
White	635.6	629.2					
African-American	611.9	603.7					
Asian/Pacific Islander	N/A	N/A					
Hispanic	615.8	603.3					
American Indian/Alaskan	N/A	N/A					
Disabled	577.6	579.4					
Limited English Proficient	616.3	603.9					
Subsidized Meals	617.5	608.1					

Science - District – Grades 3-5	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	632.8	633.0					
Male	633.7	633.6					
Female	631.8	632.4					
White	645.2	646.2					
African-American	607.3	606.2					
Asian/Pacific Islander	655.9	660.5					
Hispanic	617.0	616.2					
American Indian/Alaskan	640.3	644.0					
Disabled	585.9	587.2					
Limited English Proficient	620.7	620.9					
Subsidized Meals	614.1	613.8					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 78.7% in 2012 to 83.7% in 2018.

**ANNUAL OBJECTIVE:** Increase by 1 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**DATA SOURCE(S):** SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	79.7	80.7	81.7	82.7	83.7
School Actual	78.7	77.4					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.6					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** By grade band (elementary), meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

**ANNUAL OBJECTIVE:** Meet the required annual measurable objectives (AMOs) in social studies as measured by the Palmetto Assessment of State Standards (PASS).

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

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	643.2	642.6					
Male	642.2	637.9					
Female	644.3	647.8					
White	658.3	651.8					
African-American	623.5	635.6					
Asian/Pacific Islander	N/A	N/A					
Hispanic	626.4	632.9					
American Indian/Alaskan	N/A	N/A					
Disabled	597.7	604.6					
Limited English Proficient	631.9	631.0					
Subsidized Meals	630.7	634.2					

<b>Social Studies - District Grades 3-5</b>	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected Performance</b>	630	635	640	645	650	655	660
<b>Actual Performance</b>							
All Students	649.2	655.6					
Male	651.8	658.3					
Female	646.6	652.6					
White	661.3	667.6					
African-American	626.1	631.1					
Asian/Pacific Islander	676.9	683.5					
Hispanic	632.8	640.0					
American Indian/Alaskan	655.8	660.8					
Disabled	605.3	611.2					
Limited English Proficient	637.7	644.9					
Subsidized Meals	629.0	635.6					

\*Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.\*

☒ Student Achievement   ☐ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

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

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

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

**DATA SOURCE(S):** Fall 2011 and Fall 2012 ITBS/CogAT report produced by Riverside Publishing

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Reading Comprehension Actual	69 <sup>th</sup> %tile	64 <sup>th</sup> %tile	57 <sup>th</sup> %tile				
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Concepts Actual	49 <sup>th</sup> %tile	54 <sup>th</sup> %tile	39 <sup>th</sup> % tile				
Mathematics Problems Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Problems Actual	50 <sup>th</sup> %tile	55 <sup>th</sup> %tile	41 <sup>st</sup> %tile				



District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading Comprehension  Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Reading Comprehension  Actual	67 <sup>th</sup> %tile	66 <sup>th</sup> %tile	67 <sup>th</sup> %tile				
Mathematics Concepts Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Concepts Actual	52 <sup>nd</sup> %tile	50 <sup>th</sup> %tile	49 <sup>th</sup> %tile				
Mathematics Problems  Projected			50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile	50 <sup>th</sup> %tile
Mathematics Problems  Actual	58 <sup>th</sup> %tile	55 <sup>th</sup> %tile	57 <sup>th</sup> %tile				

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Implement research-based instructional delivery models a. Learning Focused b. Balanced Literacy c. Thinking MAPS d. Inquiry-Based Learning e. Write from the Beginning f. Calendar Math/Everyday Counts	2013-2018	Classroom Teachers  Instructional Coach			Lesson plans Observations
Leveled readers will be utilized to increase fluency and student success in reading and comprehending informational text	2013-2018	Teachers			Lesson plans Observations Benchmarking
Resource teachers will use the SRA curriculum	2013-2018	Resource Teachers			Lesson plans Observations Individual Student Assessments
Compass Learning will be utilized weekly to provide students with individualized lessons based on MAP results in reading and math.					
Teachers will use Rigby Benchmarks as a diagnostic tool	2013-2018	Teachers			Running Records
Teachers will be trained and utilized Thinking Maps in instructions	2013-2018	Teachers Instructional Coach			Student Work and display of Thinking Maps
District Writing Prompts	2013-2018	Teachers			Completed Prompts/analysis
ESL-English Second Language Pull-out/English in a Flash Computer Program	2013-2018	ESOL Teacher and ESOL Aide			Individual Assessments and Records
Common Core MAP will be utilized as a diagnostic tool to track student progress and set goals in ELA and Math	September, December, and March 2013-2018	Instructional Coach Teachers			Individual Student and class reports
CIS Afterschool Program	September	Community in			Yearly Assessment

	to May 2013-2018	Schools Director			and Data (MAP and PASS)
Research Skills and Primary and Secondary Sources will be taught by the classroom teacher and reinforced by the Media Specialists.	2013-2018	Teachers Media Specialist			Lesson Plans Observations
Promethean Boards, Activotes and ActivExpressions will be utilized in all classrooms to provide students with more interactive activities.	2013-2018	Teachers			Lesson Plans Observations
The Response to Intervention (RTI) program will be implemented in grades K5-2 <sup>nd</sup> for students who have been identified as at-risk in the area of Reading based on the AIMSWeb screening instrument.	2013-2018	K5-2 <sup>nd</sup> Teachers Interventionist			Intervention Plan Data Results Observations
Examine and analyze MAP and PASS results, reading benchmarks, common assessments, quizzes, IXL reports to determine student needs and plan instruction.	2013-2018	Teachers Administration Instructional Coach			Spreadsheets Agendas Lesson Plans Data Analysis Worksheets
Instructional Coach will utilize Professional Learning Communities to facilitate deeper analysis and reflection of instructional practices	2013-2018	Teacher Instructional Coach			Agendas Meeting Minutes
Common Core curriculum standards will be implemented accordingly and curriculum maps developed.	2013-2018	Teachers Instructional Coach			Completed curriculum maps Observations Lesson plans
Implement Math Superstars	January- May 2013- 2018	Parent volunteers			Class charts of progress

☐ Student Achievement   ☒ Teacher/Administrator Quality   ☐ School Climate   ☐ Other Priority

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

**FIVE YEAR PERFORMANCE GOAL:** Teachers will meet or exceed professional development requirements as presented by Greenville County Schools with a focus on implementation of Common Core State Standards, Balanced Literacy and IB.

**ANNUAL OBJECTIVE:** Teachers will be provided with a minimum of the 12 hours required to be offered at the school level (out of the 24) from 2012-2018.

**DATA SOURCE(S):**

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>Projected</b>	x	x	25				
<b>Actual</b>	22	20					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
On-line Survey of faculty to determine professional development needs	2013-2018	Instructional Coach			Survey Results Professional Development plan
The leadership team will develop a professional development plan based on the results of the faculty survey.	2013-2018	Leadership Team			Professional Development Plan
Teachers will conduct peer observations at least twice a year.	2013-2018	Teachers Administration			Reflections
Best practices and Research Based Approaches will be the focus of on-site professional development sessions.	2013-2018	Instructional Coach			Agendas Handouts Portal Printouts

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

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

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

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

**DATA SOURCE(S):** SDE School Report Card

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	95.0	95.0	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<b>School Actual</b>	96.5	96.2					
<b>District Projected</b>	X	X	95.0	95.0	<b>95.0</b>	<b>95.0</b>	<b>95.0</b>
<b>District Actual</b>	95.9	95.6					

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who are satisfied with the learning environment from 89.8% in 2012 to 92.3% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by ½ a percentage point(s) annually parents who are satisfied with the learning environment.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	90.3	90.8	<b>91.3</b>	<b>91.8</b>	<b>92.3</b>
<b>School Actual</b>	89.8	88.1					
<b>District Projected</b>	X	X	89.0	89.5	<b>90.0</b>	<b>90.5</b>	<b>91.0</b>
<b>District Actual</b>	88.0*	88.1					

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

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who are satisfied with the learning environment from 82.8% in 2012 to 87.8% by 2018.

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	83.8	84.3	85.8	86.8	87.8
<b>School Actual</b>	82.8	91.2					
<b>District Projected (ES, MS, and HS)</b>	X	X	83.5	84.0	84.5	85.0	85.5
<b>District Actual (ES and MS)</b>	83.8	82.7					



☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of teachers who are satisfied with the learning environment from 94.7% in 2012 to 100% by 2018.

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	95.7	96.7	98.7	99.7	100
<b>School Actual</b>	94.7	88.2					
<b>District Projected</b>	X	X	92.5	93.0	93.5	94.0	94.5
<b>District Actual</b>	98.0	92.6					

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of parents who indicate that their child feels safe at school from 90.2% in 2012 to 95.2% by 2018.

**ANNUAL OBJECTIVE:** Beginning in 2013-14, increase by 1 percentage point(s) annually parents who indicate that their child feels safe at school.

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	91.2	92.2	<b>93.2</b>	<b>94.2</b>	<b>95.2</b>
<b>School Actual</b>	90.2	95.4					
<b>District Projected</b>	X	X	93.9	94.3	<b>94.7</b>	<b>95.1</b>	<b>95.5</b>
<b>District Actual</b>	93.5*	92.8					

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

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Increase the percent of students who feel safe at school during the school day from 88.4% in 2012 to 93.4% by 2018.

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

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

	<b>Baseline 2011-12</b>	<b>Planning Year 2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	2015-16	2016-17	2017-18
<b>School Projected</b>	X	X	89.4	90.4	<b>91.4</b>	<b>92.4</b>	<b>93.4</b>
<b>School Actual</b>	88.4	93.0					
<b>District Projected</b>	X	X	91.9	92.3	<b>92.7</b>	<b>93.1</b>	<b>93.5</b>
<b>District Actual</b>	90.9	90.2					

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate   ☐ Other Priority

**FIVE YEAR PERFORMANCE GOAL:** Maintain the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

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

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

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

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Quarterly Awards	2013- 2018	Guidance Counselors Teachers			Perfect Attendance Printouts
Morning and Afternoon Announcements of classes with perfect attendance	2013- 2018	Principal			Daily Attendance Reports
Incentives program from local businesses	2013- 2018	Leadership Team Guidance			Record of Participating businesses
Intervention conferences	2013- 2018	Principal Asst. Principal Attendance Clerk			Log of conferences

[2012-13 School Report Card](#)

[2012-13 ESEA \(Federal Accountability Rating System\)](#)