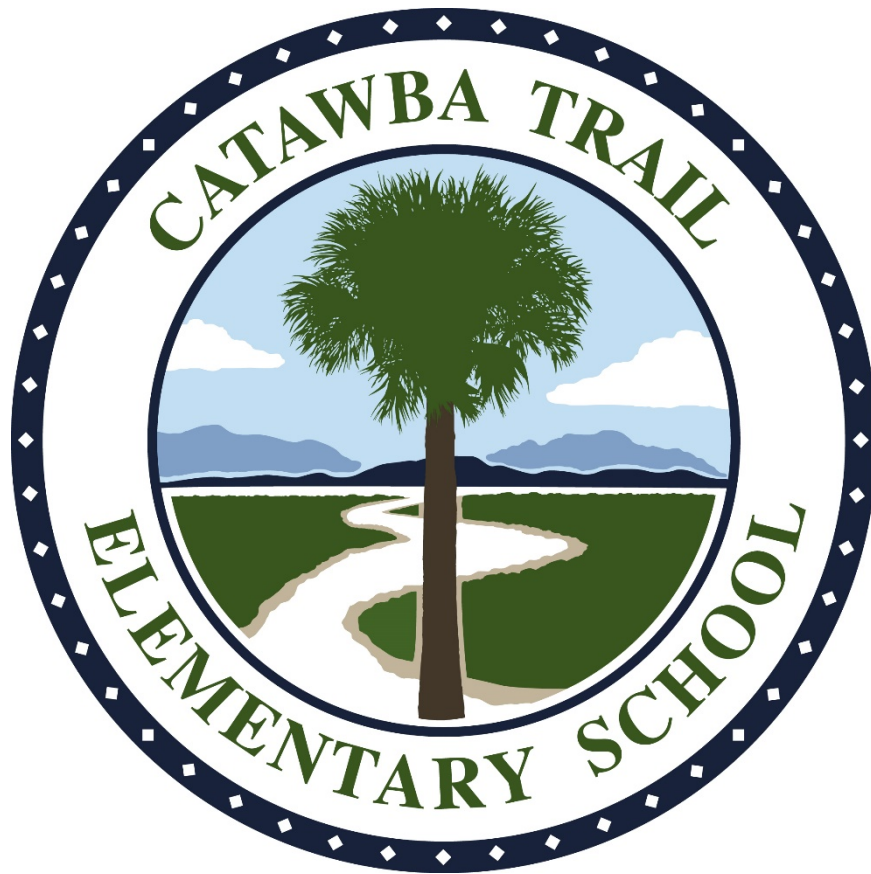


**Catawba Trail Elementary School
STRATEGIC PLAN
2018- 2023**



Many Paths to the Future

***Richland School District Two — The District Of Choice
Where Every School Is An Excellent Choice***

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SCHOOL STRATEGIC PLAN SIGNATURE PAGE

SCHOOL DISTRICT: Richland School District Two

SCHOOL: Catawba Trail Elementary School

 1080 Old National Highway

 Elgin, SC 29045

 803-699-3501
Phone

 www.richland2.org/CTE
Website

STRATEGIC PLAN FOR: SY 2018-19 through SY 2022-23 (five years)

<i>Superintendent</i>			
Dr. Baron Davis <small>Printed Name</small>	 <small>Signature</small>	 <small>Email</small>	 <small>Date</small>
<i>Principal</i>			
Denise Barth <small>Printed Name</small>	 <small>Signature</small>	 <small>Email</small>	 <small>Date</small>
<i>Chairperson, District Board of Trustees</i>			
Craig Plank <small>Printed Name</small>	 <small>Signature</small>	 <small>Email</small>	 <small>Date</small>
<i>Chairperson, School Improvement Council</i>			
Anya Martin <small>Printed Name</small>	 <small>Signature</small>	 <small>Email</small>	 <small>Date</small>
<i>Director of Planning</i>			
Will Simon <small>Printed Name</small>	 <small>Signature</small>	 <small>Email</small>	 <small>Date</small>
<i>School Read To Succeed Literacy Leadership Team Lead</i>			
Tammie Gilchrist <small>Printed Name</small>	 <small>Signature</small>	 <small>Email</small>	 <small>Date</small>

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

ASSURANCES FOR SCHOOL PLANS

ACT 135 ASSURANCES

Assurances checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable ACT 135 requirements.

- Academic Assistance, PreK–3:** The school/district 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).
- Academic Assistance, Grades 4–12:** The school/district 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).
- Parent Involvement:** The school/district 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.
- Staff Development:** The school/district 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.
- Technology:** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- Innovation:** The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
- Collaboration:** The school/district (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).
- Developmental Screening:** The school/district 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.

ASSURANCES FOR SCHOOL PLANS (Continued)

- X** **Half-Day Child Development:** The school/district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, however, they may be housed at locations with other grade levels or completely separate from schools.
- X** **Developmentally Appropriate Curriculum for PreK–3:** The school/district 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 how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
- X** **Recruitment:** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, age's birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
- X** **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs:** The school/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.

Superintendent's Printed Name
(for district and school plans)

Denise Barth

Principal's Printed Name

Superintendent's Signature

Principal's Signature

Date

Date

STAKEHOLDER INVOLVEMENT

The following persons were involved in the development of the five (5)-year strategic plan.

1. **PRINCIPAL** Denise Barth
2. **TEACHERS** La'Tanya Shuler, Ryan Pearson
3. **PARENT/GUARDIAN** Kia Brown, PTO President
4. **COMMUNITY MEMBER** Stephen Davis, SIC Vice Chair
5. **SCHOOL IMPROVEMENT COUNCIL** Anya Martin, SIC Chair
6. **OTHERS*** (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	NAME
<u>Administrator</u>	<u>Dan Reyes</u>
<u>Administrator</u>	<u>Tia Stewart</u>
<u>Parent/SIC member</u>	<u>Ashly Haigh</u>
<u>Parent/SIC member</u>	<u>Ashlyn Seawell</u>
<u>Community Member/SIC member</u>	<u>Stephen Davis</u>
<u>Teacher/Team Leader</u>	<u>Patricia Broughton</u>
<u>Teacher/Team Leader</u>	<u>Ashlyn Seawell</u>
<u>Teacher/Team Leader</u>	<u>Danielle Bridges</u>
<u>Teacher/Team Leader</u>	<u>Kaitlyn Guttridge</u>
<u>Teacher/Team Leader</u>	<u>Brittany Donnelly</u>

*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.

STAKEHOLDER INVOLVEMENT (continued)

POSITION	NAME
<u>Teacher/Team Leader</u>	<u>Elena Evangelista</u>
<u>Teacher/Team Leader</u>	<u>Mary Katherine Burbank</u>

OUR SCHOOL'S PURPOSE

Mission

In partnership with our community, Catawba Trail prepares all students for success by providing meaningful, challenging, and engaging learning experiences as we develop the global citizens of tomorrow producing citizens who are prepared to lead and excel in their chosen pathway.

Vision

As we embrace the most important work we'll ever do, our eyes look to the future. Our world is shrinking and our children know this best of any of us.

Technology creates a learning environment with no boundaries. Essential skills focus on thinking... Thinking creatively, thinking critically... sustaining thinking over time and through challenges. We work towards a world in which we ask, "In what ways might we..."

Many minds are stronger than the individual viewpoint and collaboration and communication are embedded in the engaging work our children do every day. Our diversity is our strength and results in a more thoughtful and flexible learning environment.

No longer is there just one right answer or one right way to design an elegant solution to a real world problem. We celebrate our children, our future, and we dedicate Catawba Trail to their education, their dreams, their aspirations, and their present and future success.

Catawba Trail... "Many Paths to the Future"

Our Core Values

The Four Squares—Learning, Character, Community, and Joy—embody everything that we do.

Our students have a REP-utation. They are Respectful, Engaged, and Positive.

Catawba Trail's mission, vision, and beliefs have been framed by the principal's vision statement since the school opened in August, 2011. Each year, our mission, vision, and the principal's vision statement are reviewed with our teachers, staff, and stakeholders to ensure that our beliefs align with the beliefs of the school. Revisions are made as needed.

Catawba Trail uses the principal's vision statement as a basis for all decisions made at the school. To meet the needs each child, a wide variety of programs are provided for academic support, academic enrichment, and behavioral support. Catawba Trail focuses on building and maintaining positive relationships among and between teachers, students, parents, staff and community members to provide a positive support system for our students. In addition, we offer a wide range of activities, clubs, and events during school and outside of school to meet the diverse needs of our students. Finally, we strive to provide our students with authentic learning experiences through multiple field studies at every grade level.

NEEDS ASSESSMENT DATA

Provide the link to your district's most recent School Report Card:

<https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=E&d=4002&s=101>

Directions: Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

Formative Assessment Data

Measures of Academic Progress (MAP)

Table 1: Percent of Students Who Met Their Growth Target on MAP by Subject and Subgroup

Subject and Subgroups	2014-2015		2015-2016		2016-2017	
	Count	Percent	Count	Percent	Count	Percent
Mathematics						
All Students	326	46.3%	349	32.7%	371	48.2%
Ethnicity						
American Indian or Alaskan Native	1	--	1	--	0	--
Asian	15	53.3%	17	47.1%	11	63.6%
Black or African American	121	46.3%	125	29.6%	134	41.0%
Hispanic or Latino	55	36.4%	58	32.8%	81	55.6%
Native Hawaiian or Other Pacific Islander	1	--	0	--	0	--
Two or More Races	20	65.0%	25	32.0%	26	42.3%
White	113	47.8%	123	34.1%	119	51.3%
Gender						
Female	152	48.7%	171	29.8%	176	46.6%
Male	174	44.3%	178	35.4%	195	49.7%
Reading						
All Students	330	47.0%	350	42.6%	371	52.0%
Ethnicity						
American Indian or Alaskan Native	1	--	1	--	0	--
Asian	15	46.7%	17	52.9%	11	72.7%
Black or African American	122	46.7%	126	41.3%	133	41.4%
Hispanic or Latino	55	54.5%	58	36.2%	81	59.3%
Native Hawaiian or Other Pacific Islander	1	--	0	--	0	--
Two or More Races	21	38.1%	25	28.0%	27	37.0%

White	115	44.3%	123	48.8%	119	60.5%
Gender						
Female	153	46.4%	169	45.0%	177	55.4%
Male	177	47.5%	181	40.3%	194	49.0%

-- Data not reported for subgroups less than 10 students.

Summative Assessment Data

South Carolina Kindergarten Readiness Assessment

Table 2: Percent of students demonstrating readiness by subgroup

Subgroup	Count	Overall Performance	Language & Literacy	Mathematics	Social Foundations	Physical Well-Being and Motor Development
All	83	38.6%	36.1%	26.5%	50.6%	31.3%
Gender						
Female	44	54.5%	47.7%	34.1%	68.2%	40.9%
Male	39	20.5%	23.1%	17.9%	30.8%	20.5%
Ethnicity						
Asian	0	--	--	--	--	--
Afr. American	33	33.3%	39.4%	24.2%	45.5%	27.3%
Hispanic	13	30.8%	30.8%	23.1%	46.2%	38.5%
White	28	46.4%	35.7%	32.1%	53.6%	32.1%
Other	9	44.4%	33.3%	22.2%	66.7%	33.3%
Lunch Status						
Free/Reduced	39	33.3%	38.5%	25.6%	43.6%	25.6%
Pay	44	43.2%	34.1%	27.3%	56.8%	36.4%
English Proficiency						
LEP	10	30.0%	20.0%	20.0%	60.0%	20.0%
Non-LEP	73	39.7%	38.4%	27.4%	49.3%	32.9%
IEP Status						
Non-Speech IEP	6	16.7%	16.7%	16.7%	16.7%	0.0%
No IEP	77	40.3%	37.7%	27.3%	53.2%	33.8%
Pre-Kindergarten						
Head Start	4	--	--	--	--	--

PreK*	50	48.0%	42.0%	30.0%	60.0%	40.0%
None	24	25.0%	25.0%	12.5%	41.7%	20.8%
Unknown	5	--	--	--	--	--

-- Data not reported for subgroups less than 10 students.

South Carolina READY

Table 3.1: Percent of Students (3-5) Who Scored Meets or Exceeds Expectations on SC Ready ELA by Subgroup

Subgroup	2016		2017	
	Count	Percent	Count	Percent
All Students	287	52.6%	299	43.5%
Gender				
Male	150	45.3%	158	38.0%
Female	137	60.6%	141	49.6%
Ethnicity				
Hispanic or Latino	50	44.0%	63	47.6%
American Indian or Alaska Native	1	--	0	--
Asian	15	0.0%	10	0.0%
Black or African American	102	42.1%	103	34.0%
Native Hawaiian or Other Pacific Islander	0	--	0	--
White	101	62.4%	102	49.0%
Two or more races	18	11.1%	21	4.8%
Disability				
Disabled	37	16.2%	32	0.0%
Not Disabled	250	58.0%	267	47.6%
Migrant Status				
Migrant	0	--	0	--
Non-Migrant	287	52.6%	299	43.5%
English Proficiency				
Limited English Proficient	39	56.4%	40	40.0%
Non-Limited English Proficient	248	52.0%	259	44.0%
Poverty				
Students in Poverty (SIP)	125	35.2%	153	32.0%
Non-Students in Poverty (SIP)	160	65.6%	144	56.3%

-- Data not reported for subgroups less than 10 students.

Table 3.2: Percent of Students (3-5) Who Scored Meets or Exceeds Expectations on SC Ready Math by Subgroup

Subgroup	2016		2017	
	Count	Percent	Count	Percent
All Students	287	57.5%	300	53.7%
Gender				
Male	150	54.7%	159	50.9%
Female	137	60.6%	141	56.7%
Ethnicity				
Hispanic or Latino	50	52.0%	64	59.4%
American Indian or Alaska Native	1	--	0	--
Asian	15	0.0%	10	0.0%
Black or African American	102	46.1%	103	44.6%
Native Hawaiian or Other Pacific Islander	0	--	0	--
White	101	66.4%	102	56.9%
Two or more races	18	22.2%	21	9.5%
Disability				
Disabled	37	24.3%	33	6.1%
Not Disabled	250	62.4%	267	57.7%
Migrant Status				
Migrant	0	--	0	--
Non-Migrant	287	57.5%	300	53.7%
English Proficiency				
Limited English Proficient	39	59.0%	41	53.7%
Non-Limited English Proficient	248	57.3%	259	53.7%
Poverty				
Students in Poverty (SIP)	125	46.4%	154	42.2%
Non-Students in Poverty (SIP)	160	66.3%	144	66.7%

-- Data not reported for subgroups less than 10 students.

SCPASS

Table 4.1: Percent of Students (4-5) Who Met or Exceeded Expectations on SCPASS Science by Subgroup

Subgroup	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent

All Students	174	78.2%	179	69.8%	206	54.8%
Gender						
Male	97	78.3%	100	69.0%	107	49.5%
Female	76	77.6%	79	70.9%	99	60.6%
Ethnicity						
Hispanic or Latino	21	52.4%	32	65.6%	45	60.0%
American Indian or Alaska Native	1	--	1	--	--	--
Asian	10	--	10	--	7	--
Black or African American	73	69.8%	70	54.3%	73	42.4%
Native Hawaiian or Other Pacific Islander	1	--	--	--	--	--
White	57	86.0%	59	79.7%	68	63.2%
Two or more races	10	--	7	--	13	--
Disability						
Disabled	24	45.9%	25	24.0%	26	3.9%
Not Disabled	150	83.3%	154	77.3%	180	62.2%
English Proficiency						
Limited English Proficient	22	81.9%	28	78.6%	29	58.7%
Non-Limited English Proficient	152	77.6%	151	68.2%	177	54.3%
Poverty						
Students in Poverty (SIP)	88	70.4%	80	58.7%	104	48.1%
Non-Students in Poverty (SIP)	86	86.1%	98	78.6%	101	62.4%

-- Data not reported for subgroups less than 10 students.

Standards and Scale Changed for 2017

Table 4.2: Percent of Students (4-5) Who Met or Exceeded Expectations on SCPASS Social Studies by Subgroup

Subgroup	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
All Students	174	80.5%	179	79.9%	205	86.4%
Gender						
Male	97	81.4%	100	77.0%	106	80.2%
Female	76	79.0%	79	83.5%	99	92.9%
Ethnicity						
Hispanic or Latino	21	42.9%	32	68.7%	45	93.3%
American Indian or Alaska Native	1	--	1	--	--	--
Asian	10	--	10	--	7	--

Black or African American	73	79.5%	70	74.3%	72	79.2%
Native Hawaiian or Other Pacific Islander	1	--	--	--	--	--
White	57	84.2%	59	83.1%	68	88.2%
Two or more races	10	--	7	--	13	61.5%
Disability						
Disabled	24	54.2%	25	40.0%	25	44.0%
Not Disabled	150	84.6%	154	86.3%	180	92.2%
English Proficiency						
Limited English Proficient	22	72.8%	28	82.2%	29	93.1%
Non-Limited English Proficient	152	81.6%	151	79.5%	176	85.2%
Poverty						
Students in Poverty (SIP)	88	72.7%	80	71.3%	103	79.6%
Non-Students in Poverty (SIP)	86	88.4%	98	86.8%	101	94.1%

-- Data not reported for subgroups less than 10 students.

School Climate

Table 5 shows the percent of teachers, students and parents who indicated they were satisfied learning environment, the social and physical environment, and school-home relations on the 2015 through 2017 South Carolina Department of Education School Climate surveys.

Table 5: School Climate Satisfaction by Teacher, Student and Parent groups for 2015-2017

	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
Satisfied with the Learning Environment						
Teacher	24	100.0%	41	92.6%	39	100.0%
Student	85	98.0%	0	0.0%	84	92.9%
Parent	51	94.0%	43	86.1%	44	90.9%
Satisfied with the Social and Physical Environment						
Teacher	24	100.0%	41	97.5%	39	97.4%
Student	85	92.0%	0	0.0%	84	78.5%
Parent	51	90.0%	43	86.1%	44	93.3%
Satisfied with the School-Home Relations						
Teacher	24	96.0%	41	97.6%	39	97.4%
Student	85	92.0%	0	0.0%	84	88.1%
Parent	51	84.0%	43	81.4%	44	79.5%

EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data: <http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups
<p><i>Early Childhood/Primary (PK-2):</i></p> <p>During the 2017 fall administration of KRA, 36.1% of Kindergartners demonstrated readiness in Language and Literacy and 26.5% demonstrated readiness in math.</p> <p>Of our Kindergartners receiving subsidized meals, 38.5% of students demonstrated readiness in Language and Literacy and 25.6% demonstrated readiness in math.</p> <p>Based on our KRA data and the needs of our incoming Kindergartners, we will continue to monitor and increase our intervention support in the early grades to ensure that all of our students are ready to meet the grade level expectations.</p>
<p><i>Elementary School (3-5)</i></p> <p>ELA and Math:</p> <p>During the 2017 spring administration of SC READY, 43.5% of our third-fifth graders scored met or exceeds in ELA. 34% of African American students and 47.6% of Hispanic students scored met or exceeds in ELA. Based on our ELA data, we will continue to focus on improving student achievement in ELA by providing more professional development support for teachers, more of a literacy rich environment, and literacy intervention. We will also continue to add Open Court to first grade this year to ensure that all of our students have a solid phonics background.</p> <p>During the 2017 spring administration of SC READY, 53.7% of our third-fifth graders scored met or exceeds in Math. 44.6% of African American students and 59.4% of Hispanic students scored met or exceeds in Math. Based on our Math data, we are pleased with improvement from last year but will continue to strive to improve student achievement, specifically with our African American Students.</p> <p>The SC Ready data in Math and ELA are above the district and state average in fourth and fifth average</p>

and is below the district and state average in third grade. The administration and teachers are working closely with our district content specialists to ensure that instruction in Math and ELA is fully aligned to the standards specifically in the areas of reading comprehension and base ten.

Science and Social Studies:

During the 2017 spring administration of SC PASS, 54.8% of our fourth and fifth graders scored met or exceeds in Science. 42.4% of African American students and 60% of Hispanic students scored met or exceeds in Science.

During the 2017 spring administration of SC PASS, 86.4% of our fourth and fifth graders scored met or exceeds in Social Studies. 79.21% of African American students and 93.3% of Hispanic students scored met or exceeds in Social Studies.

The SC PASS data in Science and Social Studies is reporting on different tested sets from 2015 to 2017, since 2015 only tested randomly in grades 4th and 5th. In 2016 and 2017 all students took Science and Social Studies versus the random sample the previous year. The administration and teachers are working closely with our district content specialists to ensure that instruction in Science and Social Studies is fully aligned to the standards.

Middle School (6-8)

N/A

High School (9-12)

N/A

Teacher/Administrator Quality

Catawba Trail is one of many elementary schools in our district with the poverty level somewhere between 48%-55%. 52% of students at Catawba Trail receive subsidized meals. In the last three years we have experienced more staff turnover due to retirement of veteran teachers. Of our certified staff, 60% have less than 10 years' experience. We will continue to maintain high expectations for teachers and seek and retain the very best teachers at Catawba Trail.

We will continue to provide quality professional development for our teachers to help improve student achievement. Professional development will be specific to school goals and differentiated for our teachers to ensure that we are meeting the learning and socio-emotional needs of our students while also meeting the needs of our teachers.

School Climate

Perception data is a very important way to gain insight from all stakeholders to understanding our climate. Based on our 2017 climate survey data, the following trends were noted:

- The percent of students who were satisfied with home-school relations in 2017 is down from the

prior two years: 88.1 % of students were satisfied, 79.5% of parents were satisfied, 97.4% of teachers were satisfied.

- The percent who were satisfied with the learning environment at our school increased over the last three years: 92.9% of students were satisfied, 90.9% of parents were satisfied, 100% of teachers were satisfied.
- The percent who were satisfied with the social and physical environment at our school increased over the last three years: 78.5% of students were satisfied, 93.3% of parents were satisfied, 97.4% of teachers were satisfied.

Overall, our stakeholders are satisfied with our school climate. We were pleased to see an increasing trends in satisfaction in our learning, social, and physical environments. We will continue to work on strategies to improve home-school relations. After looking at additional survey data, we have identified that specifically this area is the classroom and home communication. We will continue to focus on ways to improve this with our stakeholders.

District Priorities

Catawba Trail aligns our goals and priorities to our district priorities and framework. Our professional development and all of our practices are aligned to learning, character, community, or joy, our district's four squares of success.

Gifted and Talented

The design and implementation of the QuEST Program for academically gifted children continues to provide a goldmine of data as this new program structure avoids the pitfalls of pull-outs while removing barriers to historically underachieving subgroups of students. This is done by providing a qualification route that does not require school aptitude measure as a criteria for participation. Children can qualify on achievement alone. High interest plus high rigor equals student success affectively and academically. Our district's ALERT program begins in second grade and serves state identified academically gifted students in grades two and three.

LEARNING

Learning is the cornerstone on which all that we do in Catawba Trail is built. In our innovative learning environments, all partners acquire knowledge and skills through quality instruction and engaging experiences. Character, Community and Joy help to support this key square.

ACHIEVEMENT GOAL	
Using baseline data obtained from SC Ready, Catawba Trail will work to ensure students’ academic success by increasing academic achievement in English/Language Arts and Math achievement by 2% each year for the duration of this plan.	
CTE Student Outcome/Strategy	Our students perform among the highest scorers in the nation on key measures of success.
CTE Staff Outcome/Strategy	Our staff participate in ongoing, relevant professional learning experiences.
CTE Community Outcome/Strategy	We collaborate with our partners to provide learning opportunities for community members and opportunities for service.

CTE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and funding source(s)	Accountability
Our faculty and staff will engage our students in rigorous and customized instruction.	2018 2019 2020 2021 2022	Administration Instructional Coaches Faculty and Staff Students	Goal setting with students and teachers, data protocol sessions, data meetings	TBD DoD Grant	SC Ready SC PASS MAP
CTE Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and funding source(s)	Accountability
Our staff participate in ongoing, relevant professional learning experiences, and best practices rigorous alignment to state	2018 2019 2020	Administration Instructional Coaches	Data meetings with principal, SLO, faculty meetings, grade level meetings, Meetings with	TBD DoD Grant	SC Ready SC PASS MAP

standards.	2021 2022	Faculty and Staff	Reading Coach, Professional Conferences	DAP Grant Afterschool Funding	PD Sign in sheets Minutes from Meetings Presentation Materials
CTE Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and funding source(s)	Accountability
Our staff and students will welcome and invite our community members to become involved in our school.	2018 2019 2020 2021 2022	Administration Coaches Faculty and Staff Students SIC PTO Parent Educator	Parenting partners, USC PDS, clubs, career day, mentors, service learning, classroom presentation of projects	TBD DoD Grant Afterschool Funds	Number of volunteers Number of outreach opportunities Number of community participants

TALENT GOAL	
Catawba Trail will enhance our college and career readiness of students by increasing the percentage of teachers with advanced degrees as reported on the school report card from 48% in 2018 to 75% in 2020–2022.	
CTE Student Outcome/Strategy	Catawba Trail students benefit from the opportunity to identify their gifts and talents and have the opportunity to pursue a passion through student performances, environmental awareness, steel drums, and school-wide art installations.
CTE Staff Outcome/Strategy	Each staff identifies a passion and pursue that passion while working in Richland Two and at Catawba Trail.
CTE Community Outcome/Strategy	Through community relationships, community members, Catawba Trail students and staff will share their gifts

	and talents with Catawba Trail, Richland Two students, and employees.
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CTE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Continue Extension Day Clubs, as well as, Grade Level Performances, Concerts, Career Day, etc. to allow student inquiry to pursue their passions..	2018 2019 2020 2021 2022	Administration Teachers Guidance Counselor Students	Progress will be measured through the following opportunities including: Extension Day Clubs, and Related Art, Guidance Lessons	DAP Grant DOD Grant	Number of opportunities for students
CTE Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Teachers will utilize their talents to lead professional development aligned to our core values.	2018 2019 2020 2021 2022	Administration Instructional Coaches Teachers	Faculty Meeting sessions Grade Level Meeting sessions District Professional Development Other professional development	No cost No funding source necessary	Presentation Agendas Presentations
CTE Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Ongoing opportunities for community members to actively participate.	2018 2019 2020 2021 2022	Administration Teachers Students	Implementation of service projects with community partners.	TBD DoD Grant DAP Grant	Calendar of events

CULTURE AND ENVIRONMENT GOAL

Catawba Trail will work to maintain a culture and environment that reinforces positive character traits.

CTE Student Outcome/Strategy	Our students participate in character education.
CTE Staff Outcome/Strategy	Our staff participate in character education and model positive behavior to students.
CTE Community Outcome/Strategy	We partner with the community to develop positive character traits for our stakeholders.

CTE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Develop problem solving strategies to advocate for self and others.	2018 2019 2020 2021 2022	Guidance Counselor Administrators Teachers Students	Students practice strategies	No Cost No funding source	Framework developed for implementation
CTE Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Incorporate mindfulness lessons and strategies during Circle Meeting classroom times and student selected clubs.	2018 2019 2020 2021 2022	Guidance Counselor Administrators Teachers	students practice strategies	TBD DoD Grant After School Funds	Daily circle meetings
CTE Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Continue Mentoring Programs with community partnerships to include United Way, USC Athletes, and high schools for students to connect students to positive role models in the community.	2018 2019 2020 2021 2022	Guidance Counselor Administrators Teachers Students	Calendar with events scheduled	TBD DoD Grant	Calendar with events scheduled Mentoring Data

CHARACTER

Character is a building block to a great education. Positive character traits are essential to becoming contributing members of society. Without opportunities to develop and strengthen strong character traits, learning is not complete.

ACHIEVEMENT GOAL	
In order to influence our climate and culture, Catawba Trail will encourage our students to demonstrate a high level of ethical character within and outside of the Catawba Trail community by reducing student discipline referrals by 2% each year for the duration of this plan.	
CTE Student Outcome/Strategy	Our students excel in developing and applying the Life and Career Characteristics of the South Carolina Graduate: Collaboration, Communication, Critical Thinking, Creativity, and Caring.
CTE Staff Outcome/Strategy	Our staff consistently model strong character traits, serving as role models for our students and each other.
CTE Community Outcome/Strategy	We work with our community partners to provide opportunities for students and staff to contribute to society.

CTE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Continue supporting student leadership through Character Education	2018 2019 2020 2021 2022	Principal Guidance Counselor Teachers Students	Bi-weekly character education lessons in physical education and classroom guidance lessons.	TBD The First Tee	Every staff member and student exhibits ethical Character.
CTE Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Teachers will collaborate to develop our teacher handbook.	2018 2019 2020 2021 2022	Principal Teachers	Annual review of teacher handbook	No Cost No Funding source needed	All staff members adhere to guidelines established in the handbook.

CTE Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Increase the number of service learning projects students participate in annually.	2018 2019 2020 2021 2022	Principal Teachers Community Members	Implementation of service projects with community partners.	TBD DoD Grant Rotary Grant DAP Grant	Tweets Photographs Fliers

TALENT GOAL	
Catawba Trail will work to recruit, develop and retain partners who promote the strong positive character traits that help make learning complete.	
CTE Student Outcome/Strategy	Our students serve as ambassadors for Catawba Trail by modeling the core values of the district: Learning; Character; Community; and Joy.
CTE Staff Outcome/Strategy	Our staff demonstrate a commitment to the district's core values, model positive character traits, and help students develop those traits as well.
CTE Community Outcome/Strategy	Our school provides a safe, secure and inviting place to learn.

CTE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Maintain high achievement levels while exemplifying high standards of character.	2018 2019 2020	Administration Teachers Guidance	Bi-weekly character education lessons and conversations	TBD First Tee Grant	All students use resources to resolve conflict and cultivate positive relationships.

	2021 2022	Counselor Students	about behavioral expectations.		
CTE Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Teachers will lead professional development.	2018 2019 2020 2021 2022	Administration Instructional Coaches Teachers	Informal Observations of presentations	No cost No funding source necessary	Presentation Agenda/Handouts Presentation Peer Feedback
CTE Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Ongoing opportunities for community members to actively participate.	2018 2019 2020 2021 2022	Administration Teachers Students	Implementation of service projects with community partners.	TBD DoD Grant Rotary Grant	Calendar of events

CULTURE AND ENVIRONMENT GOAL	
Catawba Trail will work to maintain a culture and environment that reinforces positive character traits.	
CTE Student Outcome/Strategy	Our students participate in character education.

CTE Staff Outcome/Strategy	Our staff participate in character education and model positive behavior to students.
CTE Community Outcome/Strategy	We partner with the community to develop and reinforce positive character traits for all stakeholders.

CTE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Develop problem solving strategies to advocate for self and others.	2018 2019 2020 2021 2022	Guidance Counselor Administrators Teachers Students	Students practice strategies	No Cost No funding source	Framework developed for implementation
CTE Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Incorporate mindfulness lessons and strategies during Circle Meeting classroom times and student selected clubs.	2018 2019 2020 2021 2022	Guidance Counselor Administrators Teachers	students practice strategies	TBD DoD Grant Afterschool Funds	Daily circle meetings
CTE Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Continue Mentoring Programs with community partnerships to include United Way, USC Athletes, and high schools for students to connect students to positive role models in the community.	2018 2019 2020 2021 2022	Guidance Counselor Administrators Teachers Students	Mentor Schedule	TBD DoD Grant	Calendar with events scheduled Mentoring Data

COMMUNITY

We value the power of working with our entire community – students, employees, parents, residents, businesses, faith-based organizations, government entities and elected officials (partners). Working together, we continuously improve the Catawba Trail community and support each other in maximizing our gifts and talents, as we pursue our pathways to purpose.

ACHIEVEMENT

Catawba Trail will maximize opportunities for partners to collaborate and work together for the greater good.

CTE Student Outcome/Strategy	Students participate in meaningful and relevant community service projects that provide opportunities to expand their learning and support our community.
CTE Staff Outcome/Strategy	Our employees support and serve as leaders in community organizations, building their capacity to support the mission and vision of the district while bettering the community.
CTE Community Outcome/Strategy	We capitalize on mutually beneficial community partnerships that support our students, staff and community partners as they pursue their pathways to purpose.

CTE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Participate in Service Learning activities.	2018 2019 2020 2021 2022	Teachers Students	Student engagement Project outcomes from Service Learning activities	TBD DoD	Feedback from students and stakeholders Student surveys
CTE Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Participate and serve as leaders in community organizations.	2018 2019 2020 2021 2022	Teachers Administrators	Community involvement	No cost No funding source necessary	Log of attendance at events Photographs

CTE Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Cultivate partnerships with community members that can support students' growth	2018 2019 2020 2021 2022	Community members Parents Teachers Students	Community involvement	No cost No funding source necessary	Stakeholders development of community opportunities

TALENT GOAL	
Catawba Trail will strive to identify and maximize the collective talent of our partners.	
CTE Student Outcome/Strategy	We help our students identify their talents.
CTE Staff Outcome/Strategy	Our staff identifies their talents and uses them to assist our students in pursuing personal pathways to purpose.
CTE Community Outcome/Strategy	Community members share their gifts and talents with Catawba Trail students and employees.

CTE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Provide opportunities for students to identify needs in the community with which they could lend assistance	2018 2019 2020	Students Staff	Opportunities for student activism	No cost No funding source	Demonstrations of student activism within the greater community

	2021 2022			necessary	
CTE Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Provide opportunities for staff to identify their talents to assist their students	2018 2019 2020 2021 2022	Staff Students Administrators	Opportunities for teacher to present during Professional Development or conduct peer observations in areas of expertise	No cost No funding source necessary	-Faculty and staff-led professional development -Peer observations
CTE Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Continue mentoring programs for students, Career Day, Grade Level Performances, etc. to connect students with community members to share talents and gifts. Provide opportunities for the community to identify their talents to assist our students	2018 2019 2020 2021 2022	Teachers Community members Parents Students	Community involvement Calendar of Events	No cost No funding source necessary	Calendar with events scheduled

CULTURE AND ENVIRONMENT GOAL	
Catawba Trail will promote collaboration among all partners in order to build and add to our collective knowledge and expertise.	
CTE Student Outcome/Strategy	In all classrooms, it is evident that every student is valued and appreciated.

CTE Staff Outcome/Strategy	A highly qualified, premier teacher is in all classrooms at Catawba Trail.
CTE Community Outcome/Strategy	We maximize opportunities to bring the community together.

CTE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Every student will have the opportunity to participate in circle meetings.	2018 2019 2020 2021 2022	Teachers Administration	Circle Meeting sharing schedule Lesson Plans	No cost No funding source necessary	Circle Meeting schedule
CTE Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Teachers will be given opportunities for celebration and recognition of the work of their peers and colleagues	2018 2019 2020 2021 2022	Staff Administration	Shout-outs, peer observations, teacher presentations at faculty meetings	No cost No funding source necessary	List of teacher shout outs Peer observation data Faculty Meeting Agenda
CTE Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Staff outreach to community members to share expertise and/or resources	2018 2019 2020 2021 2022	Staff Administration	Special projects and events Mentoring Program African-American Read-In Veteran's Day	No cost No funding source necessary	List of community volunteers and areas of expertise

JOY

What is success without celebration? We value the practice of honoring our accomplishments. Sharing in the joy of a job well done promotes future success. The Catawba Trail family takes time to revel in the great achievements made by all of our partners. A joyful environment produces happy and productive people who embrace innovation and learning.

ACHIEVEMENT GOAL	
Catawba Trail will celebrate and recognize the achievement of all partners.	
CTE Student Outcome/Strategy	We celebrate and recognize our students for growth and achievements.
CTE Staff Outcome/Strategy	Our staff earns celebrations and recognition for demonstrating growth and excellence.
CTE Community Outcome/Strategy	We honor community partners for maximizing their gifts and talents.

CTE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Implement yearly awards program	2018 2019 2020 2021 2022	Teachers Administration Community Partners	Student participation in awards program	No cost No funding source necessary	Program Flier
CTE Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Teachers given opportunities for celebration and recognition of the work of their peers and colleagues	2018 2019 2020	Staff Administration	Shout-outs peer observations	No cost No funding source	List of teacher shout outs peer observation data

	2021 2022			necessary	
CTE Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Staff outreach to community members to share expertise and/or resources	2018 2019 2020 2021 2022	Staff Administration	Special projects and events African-American read-in	No cost No funding source necessary	List of community volunteers and areas of expertise

TALENT GOAL	
Catawba Trail will consistently look for ways for our partners to experience joy while learning and working.	
CTE Student Outcome/Strategy	Our students benefit from multiple opportunities to discover their passions.
CTE Staff Outcome/Strategy	Our staff participate in ongoing professional and personal growth opportunities to develop work skills and knowledge, and to ensure a healthy work/personal-life balance.
CTE Community Outcome/Strategy	We offer community members opportunities to share their gifts and talents with Catawba Trail students and employees.

CTE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Provide multiple opportunities to students to discover their passions.	2018 2019 2020	Teachers Administrators Contracted	Student participation in special projects/clubs/activities	TBD DAP Grant	List of club and extracurricular opportunities offered to students

	2021 2022	outside agencies Community partners		DoD Grant	
CTE Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Provide staff development opportunities based on staff/teacher need	2018 2019 2020 2021 2022	Staff Administration Instructional Coaches Reading Coach	Joy activities Faculty meetings Collaborative Planning Data Meetings PD with Reading Coach and Instructional Coaches	No cost No funding source necessary	correlation to needs reported by staff as well as walk-through and achievement data
CTE Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Offer community members opportunities to share their gifts and talents with CTE students and employees.	2018 2019 2020 2021 2022	Staff Administration	Service learning projects and presentations Clubs	No cost No funding source necessary	compilation of artifacts from each

CULTURE AND ENVIRONMENT GOAL	
Catawba Trail will strive to have a joyful and productive environment for all partners.	
CTE Student Outcome/Strategy	We ensure all students develop meaningful relationships, which are vital to engaging students in purposeful learning.

CTE Staff Outcome/Strategy	Our staff participate in regular motivational and inspirational activities.
CTE Community Outcome/Strategy	We maximize opportunities to bring the community together.

CTE Student Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Develop different opportunities for students to engage in meaningful relationships	2018 2019 2020 2021 2022	Staff Parents Community	Participation in developing relationships through small groups or clubs	TBD DoD Grant	List of small group and club offerings
CTE Staff Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Develop activities that motivate and inspire teachers	2018 2019 2020 2021 2022	Staff Parents Community	Development of PD offerings with teacher leaders and teacher input	DoD Grant	PD agendas
CTE Community Strategy Action Step	Timeline	Responsibility	Measure(s) of Progress	Cost and Funding Source	Accountability
Develop opportunities for teachers to volunteer within the greater community	2018 2019 2020 2021 2022	Staff Parents Community members	Service learning partners	No cost No funding source necessary	Documented evidence of partnerships

Read to Succeed Literacy Plan