East North Street Academy
of Mathematics and Science
Where Inquiry and Achievement All Add Up!

Strategic Plan

2018-19 through 2022-23

Dr. Dawn Hooker, Principal
Mr. Cory Terry, Assistant Principal
Mrs. Heather Sherman, Administrative Assistant

GREENVILLE COUNTY SCHOOLS
Where Enlightening Strikes!

Dr. Burke Royster, Superintendent

Updated for 2019

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: East North Street Academy

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 ***(five years)***

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 ***(one year)***

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

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

SUPERINTENDENT

Dr. W. Burke Royster	W Burke Royster	**3/27/2019**
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Dr. Dawn Hooker	Dawn M Hooker	**3/27/2019**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		**3/27/2019**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Ms. Beth Brotherton	Beth Brotherton	**3/27/2019**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Diane Davis	Diane Davis	**3/27/2019**
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 1720 East North Street Academy Greenville, SC 29607

SCHOOL TELEPHONE: (864) 355-2900
PRINCIPAL E-MAIL ADDRESS: dhooker@greenville.k12.sc.us

Stakeholder Involvement

	POSITION	*NAME*
1.	PRINCIPAL	Dr. Dawn Hooker
2.	TEACHER	Ms. Beth Sirmons
3.	PARENT/GUARDIAN	Ms. Jeni Townsend
4.	COMMUNITY MEMBERS	Mr. Dale Sutton and Mrs. Santora Bolling
5.	SCHOOL IMPROVEMENT COUNCIL	Mrs. Beth Brotherton
6.	PARAPROFESSIONAL	Sherry Moore
7.	READ TO SUCCEED READING COACH	Mrs. Emily Thomas
8.	READ TO SUCCEED LITERACY TEAM LEAD	Mrs. Diane Davis
9.	READ TO SUCCEED LEADERSHIP TEAM	Mrs. Amanda Guest, Inter. Instructional Coach Mrs. Miriam Gault, Primary Instructional Coach
10.	Others:	Mrs. Jennifer Brown, Magnet Coordinator Ms. Pat Russell, Title 1 Facilitator Mr. Cory Terry, Assistant Principal Mrs. Heather Sherman, Administrative Assistant

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

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

◉ Yes ○ No ○ N/A	**Half-Day Child Development** The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
◉ Yes ○ No ○ N/A	**Developmentally Appropriate Curriculum for PreK–3** The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
◉ Yes ○ No ○ N/A	**Parenting and Family Literacy** The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
◉ Yes ○ No ○ N/A	**Recruitment** The district makes special and intensive efforts to **recruit** and **give priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
◉ Yes ○ No ○ N/A	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction

During the 2018-2019 school year, East North Street Academy of Science and Mathematics updated the School Improvement Plan using the South Carolina State Department guidelines. The plan includes Student Achievement, Teacher/Administrator Quality, and School Climate. Our Leadership Team, Faculty Council, Literacy Leadership team, and Vertical Teams updated the various sections of the Strategic Plan. East North Street Academy (ENSA) of Mathematics and Science is a Title 1 magnet school located in the city limits of Greenville, South Carolina. ENSA serves 4 year-old kindergarten through grade five. 100 percent of our students receive free lunch and breakfast daily and we provide an after school program for working families. Facilities at ENSA consist of 60 classrooms, a multipurpose room, gymnasium, media center, computer lab, an instructional technology lab, outdoor classroom, and 2 science labs. The school day begins at 8:00am and ends at 2:30pm.

Faculty Council	**Math/Technology**	**ELA**	**Science**	**Social Studies**
Action Plan/ Perceptions	**School Profile**	**Vision, Mission, and Beliefs**	**Magnet Program**	**Data Analysis**
Dawn Hooker	Miriam Gault	Morgan Warner	Jennifer Brown	Jaclyn Decker
Cory Terry	Alyssa Dickinson	Amanda Huss	Jeremy Brown	Karen Rigney
Rita Terry	Melissa Hull	Pam Baldwin	Shana Grooms	April Henderson
Courtney Pfeiffer	Jonetia Livingston	Daniel Hoilett	Lauren Hatch	David Smith
Morgan Warner	Dana Kindelmann	Candice Wright	Kara Garrison	Allison Smith
Kara Garrison	Maddie Mills	Jennifer DeKock	Tonia Bauer	Cory Terry
Kristen Alewine	Valerie Gamble	Brandy Bishop	Kurt Blocher	Claire Laye
Andrew Rigsby	Beth Sirmons	Diane Davis	Kelsey Paulsgrove	Jordan Martin
Heather Sherman	Holly Bolling	Emily Thomas	Brittny Bryant	Joanna Potter
Diane Davis				
Pat Russell				
Miriam Gault				
Amanda Guest				

Executive Summary

Needs Assessment for Student Achievement:

SCPASS Science:

- Students scoring Exemplary continued to rise until 2015 when a dramatic drop occurred. These scores rebounded in 2016 in 4th grade but continued to drop in 5th grade, but increased slightly in 2017. The scores in 4th grade stayed the same and 5th grade was not assessed in 2018.
- Students scoring Met dropped in 2014, came up significantly in 2015, then dropped in 2016, but increased slightly in 2017. In 2018 continued to increase.
- Students scoring Not Met has continued to rise since 2013. In 2016 Not Met scores remained the same in fourth and rose in fifth grade. In 2017 Not Met scores increased, however in 2018 Not Met scores decreased.

SCPASS Social Studies:

- Students scoring Exemplary continued to rise except for 5th grade in 2016, 2017 and 2018.
- Students scoring Met continued to decline until the number rose in 2016 and had another increase in 2017. In 2018 there was a drop.
- Students scoring Not Met continued to decline, except for fifth grade in 2016. In 2017 Not Met dropped to the lowest percentage and then rose again in 2018.

Mastery Connect/TE21:

- Approximately 45 percent of students in grades 3rd-5th are projected to be proficient on 2019 SC Ready ELA.
- Approximately 56.8 percent of students in grades 3rd-5th are projected to be proficient on 2019 SC Ready Math.

Needs Assessment for Teacher and Administrator Quality:

- Need more staff development on Integrating Technology
- Need more staff development on Balanced Literacy components
- Need more staff development on best practices in teaching Mathematics in Number Sense
- Need more staff development on integrating Literacy, Math, and Science

Needs Assessment for School Climate:

Students

- 27.5% of students agree classes are not challenging.
- 42.5% of students agree other students do not behave.

- 20.6% of students agree teachers and students do not get along.

Staff

- 31.4% of staff disagree moral is high among the staff.
- 51% of staff disagree parents volunteer in the school and classroom.
- 7.8% of staff disagree the school has sufficient computers for instruction.

Parents

- 70.2% of parents agree work schedules make it hard for parents to be involved.

School's Significant Challenges from the Past Three Years:

- Transient Population—32.61%
- Magnet Enrollment—29%
- 16% of our students are categorized as ESOL
- Rising Disabled Population—14% decrease in disabled population
- Increasing our Gifted and Talented Population—12%
- Increasing student achievement to meet/exemplary on SC Ready
- Two new administrators 2015-2016
- Two new instructional Coaches 2016-2017
- One new administrative assistant 2018-2019

School's Significant Accomplishments over the Past 3 Years:

- Maintaining an A on the State Report Card
- Red Carpet Award for 2nd time
- Gold Award for Academic Excellence
- Silver Award for Closing the Achievement Gap (2 years)
- State Winners - Odyssey of the Mind Competition
- $10,000 Lowe's Grant
- $1,500 South Carolina Department of Education for Recycling
- Partnership with Clemson University for integration of CCS into Mathematics (Professional Development)
- 4K Arts Integration Grant Award ($25,000)
- Music Artist in Residence Grant Award ($2,500)
- Partnership with Roper Mountain Science Center for an after school program (Xplorer's Club) 5 days per week for underachieving students
- 79.11% of 4th and 5th grade students scored Met and Exemplary on SCPASS Social Studies
- Student attendance is at 95.6%
- Staff attendance is at 92.4%
- Increased Magnet Enrollment form 132 to 230 (25% of total population raised to 29%)
- 30 Donors Choose Grants Awarded to exceed $30,000 in funding
- SAFE School Award

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School Profile

East North Street Academy is a Title 1 school located in the downtown area of Greenville, South Carolina. East North Street Elementary opened its doors in 1956 in the midst of the best neighborhood in Greenville. The school was built to provide relief for Laurel School where most of the students living in this area were being bussed as much of Greenville was still clustered around textile mills. In the fall of 1997, East North Street Elementary established "Academy" identity as a mathematics and science magnet to address issues of declining enrollment, achievement, and increasing minority isolation. The magnet enrollment in 1997 at our school started with 17 students. Magnet enrollment today totals 230 students and continues to rise. Today's total school population is approximately 801 students. Our district's magnet model includes the goal of desegregating urban and suburban, white and minority, and poor and wealthy.

Our mission at East North Street Academy (ENSA) is to develop a foundation on which students become lifelong learners by providing comprehensive quality instruction in a safe and nurturing environment with input and support of parents, community, and school personnel. Enthusiasm and an attitude that students will be successful are two of the most important student attributes that are constantly encouraged.

In August of 2001, East North Street Academy moved into a new 105,000 square foot facility on 24 acres, wired for the latest advancements in technology. We once housed the district ESOL program, but ESOL students were reassigned to their homebased school for the 2003-04 school year. Because of reassignment, the ESOL student population has grown each year.

ENSA provides a comprehensive and challenging curriculum to all students. The curriculum is based on the South Carolina State Standards for all content areas. Students are instructed in Reading, Language, Spelling, Math, Science/Health, and Social Studies by highly qualified teachers. Additionally, students receive instruction from the guidance counselor and the media specialist. Students also receive instruction in Art, Music and Physical Education each week. A certified Science Lab Instructor provides weekly hands on science instruction in a lab setting for all students and an Instructional Technology Facilitator provides weekly instruction to support the integration of technology into the curriculum.

State and district curriculum standards are in place for all subjects. Teachers prepare a course syllabus that outlines these standards and the timeline for teaching them. Textbooks, resources used in the classroom, grading policies, homework practices, and classroom management plans are also included. Syllabi are shared with all parents at our PTA Open House in early September. Parents who do not attend can reference the syllabus on-line or request a hard copy. Each teacher maintains a web-site which is updated weekly and includes the syllabus, weekly classroom updates, and teacher contact information. Subject matter and courses are reviewed on a regular basis both within the grade level and from one grade level to the next through vertical articulation. All instructional activities are aligned with curriculum standards in order to prepare students for the next grade level.

East North Street Academy is always working to provide students with the most current technology and a wealth of experiences. As a result, the following programs and educational materials are available for student use:

- 4 – 22 portable Chrome Book Carts
- 2 Teaching Science Labs (1 Primary, 1 Intermediate)
- 2 N-Computing labs with 3 hosts: each host has 9 clients
- 96 Latitude 10s spread from 3rd-5th grade
- Bob Jones University Tutors
- Lexia Learning
- Exceptional Business Education Partnerships
- 2.5 Full Time Employed RTI Interventionists
- LLI (Leveled Literacy Intervention)
- Reading A to Z
- Gifted and Talented Program
- iPads in every classroom with 16 iPads available for check out in the technology lab
- Math & Science Magnet Program
- Michelin Challenge Education Partner with Michelin North America Headquarters
- Part Time (.5) Math Interventionist
- House System (Behavior Matrix)
- Promethean Boards in every Classroom
- PTA Events: Spring Magnet Mania, Parent Workshops, Father/Daughter Dance
- Quarterly PRIDE Awards Program
- Safety Patrols
- Science and Math Integration across the Curriculum with Quarterly Rotations
- Student Council
- Math Club Sponsored by Michelin and Girls Loving Science
- Fountas & Pinnell Balanced Literacy Program in place
- Professional Learning Communities: Horizontal Teacher Teams; Vertical Teacher Teams; Faculty Council, Monthly Data Focused meetings with 2 Instructional Coaches
- Outdoor Classroom: Greenhouse; Gardens; Fruit Tree Orchard
- 26 student clubs focusing on math/science integration in grades 3rd-5th.
- 5-6 laptops in every classroom
- Google Classroom
- Daily use of See Saw Digital Communication
- Quarterly Benchmark Testing through TE21/Mastery Connect
- Multi-Cultural Night
- Literacy League After School Reading Program

East North Street Academy Attendance Area

Students at ENSA are mostly from middle class and lower middle class neighborhoods. Our poverty index is 78.8%.

Current Enrollment

Enrollment for 2018-2019 by grade levels is as follows:

4K	5K	First	Second	Third	Fourth	Fifth	SE Self-Contained	Total
46	128	123	127	126	105	119	37	774

2018 School Report Card Data

	Our School	Change from Last Year
Percent of students served by gifted and talented program	12.5	N/A
Percent of students retained	1.6	Down from 2.0
Principal's/Superintendent's/Director's years at school/district	3	Up from 2
Percent of classrooms with wireless access	100	Change from 91-100%
Percent of students served by 1:1 Learning	100	91-100%
Chronic Absenteeism Rate	0.6	N/A

School Personnel

Administration:

Dr. Dawn Hooker, Principal

East North Street Academy's school principal, Dr. Dawn Hooker, received her Bachelor of Arts degree in Elementary Education from North Greenville University. She also received Masters of Education degrees from Clemson University in Elementary Education and Reading and her Ph.D. in Leadership and Administration from the University of South Carolina.

This is Dr. Hooker's third year as the principal of East North Street Academy. Prior to coming to ENSA, she served as a classroom teacher, Title 1 Facilitator, Instructional Coach/Literacy Specialist, and an Assistant Principal.

Dr. Hooker can best be described as a collaborative leader. She demonstrates her leadership style on a daily basis as she works in every area of our school. She meets often with teachers, parents, and community members to keep them informed of the happenings and to also seek their input and involvement. Dr. Hooker cares a great deal for all of the students she serves and she remains visible as she is often in classrooms, traveling the hallways, eating lunch with students in the cafeteria, and attending the various after school activities and meetings. Dr. Hooker is a true instructional leader. She meets with her Instructional Leadership Team weekly and leads the faculty in ongoing professional development and school improvement efforts.

Dr. Hooker believes that all children deserve a comprehensive education, including academic rigor, extra-curricular opportunities, personality development, and opportunities to practice accepted social behavior in a safe environment. As a principal, she sees these components as her responsibility.

Mr. Cory Terry, Assistant Principal

East North Street's Assistant Principal, Cory Terry received his Bachelor of Arts degree from Erskine College as well as a Master of Arts degree and an Educational Specialist degree in Secondary Administration from Clemson University. Additionally, Mr. Terry has obtained his elementary certification. Prior to coming to East North Street Academy in 2015, Mr. Terry served as a substitute, classroom teacher, and as an Administrative Assistant at West Greenville Alternative School. Because the role of the Assistant Principal includes the disciplining of students, Mr. Terry strives to support teachers in this area so classrooms can be free from distractions that impede learning for all. He is also a strong social studies educator and leads our Social Studies vertical team.

Instructional Staff

There are 118 staff members at East North Street Academy. The school is staffed with a Principal, Assistant Principal, Administrative Assistant, 70 teachers, a Media Specialist, 1.5 Guidance Counselors, one Science Lab Instructor, a Literacy Specialist, two Reading Interventionists, a Math Interventionist, a Magnet Coordinator, a Title I Facilitator, and two Instructional Coaches. The support staff includes 16 paraprofessionals, one nurse, two full-time office staff and one part-time office staff, a Parent Involvement Coordinator and 3 hourly paid tutors, a Media Clerk, 7 cafeteria workers and 7 custodial staff. Currently, our teacher retention rate is 85.9%.

East North Street Academy Teaching Experience 2018-2019

Years of Experience	0-5	6-10	11-15	16-20	21-25	26-30	31+
Number of Teachers	25	11	7	6	5	3	1

East North Street Academy Teacher Education

Education Level	BA/BS	BA/BS+18	Masters	Masters + 30	Doctorate
Number of Teachers	38	5	22	3	2

East North Street Academy Teacher Gender/Ethnicity Percentages

Male	Female	Caucasian	African American
16%	84%	87%	13%

Classroom Environment

	Our School	Change from Last Year
Total Number of Teachers	56.0	Up from 55.0
Percent of teachers with advanced degrees	46.4	Down from 47.3
Teacher attendance rate	95.4	Up from 92.4
Average teacher salary	$48,605	Up from $47,542
Percent of teachers on continuing contract	67.9	Down from 78.2
Percent of teachers returning from previous year - current year	80.4	N/A
Percent of teachers returning from previous year - three year average	85.9	Down from 88.6
Percent of teacher vacancies for more than 9 weeks	0.0	No change
Prime instructional time	91.0	Up from 87.8
Student-teacher ratio in core subjects	12.2 to 1	N/A
Percent of inexperienced teachers teaching in core classes	32.4	N/A
Number of inexperienced teachers teaching in core classes	11	N/A
Percent of out-of-field teachers teaching in core classes	0.0	N/A
Number of out-of-field teachers teaching in core classes	0	N/A

Vertical Teams:

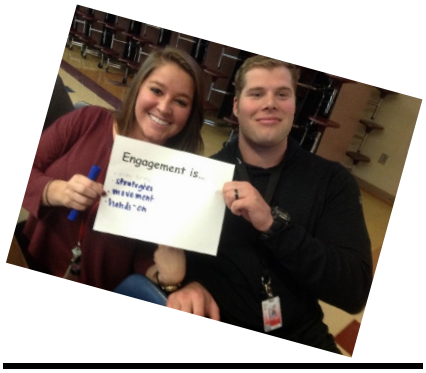
Every teacher at ENSA serves on a Vertical Team. Each team is divided up by core subject area and has a member from each grade level or specialty area represented. These groups of teachers come together monthly to discuss a specific focus and vision for their content area. By having grade levels represented vertically, cross curricular standards are one of many items that can be effectively addressed.

Team Planning:

Teacher collaboration is essential to creating a pervasive, consistent, and rigorous curriculum. Our grade level teams have common planning 5 times a week. They meet weekly to plan, monitor and discuss student progress, and adjust plans as needed. Plans are written using the Learning Focused format and the school district pacing and curriculum guides in Rubicon Atlas. Additionally, teachers meet twice a month during planning to work with the instructional coaches on professional development based on each grade level's student needs.

Data Driven Instruction:

Teachers meet as a grade level with administration and the instructional coaches in monthly PLCs to analyze test data and make instructional decisions. Quarterly benchmark testing, state assessments, and Fast Bridge are analyzed for areas of strengths and weaknesses. During these data meetings, teachers thoroughly analyze assessment data and develop next steps with the focus on raising student achievement. Additionally, teachers use this information to make instructional decisions and plan instruction. Discussions also include challenges and successful strategies, encouraging teachers to learn from each other. Grade levels also use data from common formative assessments and to drive instructional decisions.



Our Students

During the 1980's, the closing of Overbrook Elementary and the reassignment of the students to East North Street made a significant change in the ethnic diversity of our school. Today, the school provides a population that is rich in diversity. African American, Caucasian, and Hispanic ethnic groups are represented in the student enrollment at East North Street Academy. Over the past 5 years, the ethnic composition of our student body has remained relatively stable with the primary ethnic group being African-American. The Hispanic population remains slightly less than the Caucasian.

Student Ethnicity Percentages

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
White	21%	23%	24%	25%	25%
African American	47%	36%	45%	45%	46%
Hispanic	24%	24%	22%	21%	21%
Other	7%	17%	9%	9%	8%

Socio-Economic Status

Patterns of change in the socio-economic status of the families in our community are reflected in the data documenting the large number of students who are certified in poverty level by their TANF, Medicaid, SNAP, foster child, or homeless status. The percentages have gradually decreased over the past five years.

2014-2015	83%
2015-2016	80%
2016-2017	79.2%
2017-2018	53.02%
2018-2019	78.9%

Mobility Rate

The mobility rate of the families in our community is very high. Approximately one-third of East North Street's student population has continued to be transient over the past five years. This pattern of high mobility affects not only the academic performance of our students, but the emotional and social stability as well. Many of our children do not have the benefit of growing up with their schoolmates. These community patterns are in sharp contrast to the original student population served by East North Street Elementary. The community has changed from a relatively stable population of rural families who were homeowners to a population with a high degree of transience. Our transiency rate is currently 18%.

Because of the issues of parent employment and lack of transportation, it is a challenge for many of our students' family members to be involved during the school day to volunteer or to attend teacher conferences. Despite these difficulties, the PTA continues to provide financial and volunteer support to the school and remains a vital link to our families.

Many efforts are being made by our Title I Facilitator, Parent Involvement Coordinator, our School Improvement Council, and our PTA to involve our parents. Parent trainings are offered during morning and evening hours to accommodate work schedules, food is provided for many family academic activities, and phone messages, flyers, car circle signs, class newsletters, and the school marquee are utilized to advertise school functions.

Special Education

East North Street Academy currently serves 128 students in both a self-contained and resource environment. ENSA has five self-contained special education classes that serve 39 students. We also have two resource teachers.

Gifted and Talented Program

East North Street Academy has a gifted and talented program (Challenge) for identified students. During the 2018-2019 school year there are 47 students in grades 3-5 enrolled in the pull-out program which serves students identified by their test scores as gifted and talented. Third grade students spend 125 minutes with the Challenge teacher and fourth and fifth grade students spend 200 with her per week.

English Second Language Program

East North Street Academy enjoys a student population rich in varied languages and cultures. Currently we have one full-time and one part-time teacher who serve 179 students in our ESOL program. We also have several classroom teachers with ESOL certification.

2018 School Report Card Data

	Our School	Change from Last Year
Percent of students served by gifted and talented program	12.5	N/A
Percent of students retained	1.6	Down from 2.0
Principal's/Superintendent's/Director's years at school/district	3	Up from 2
Percent of classrooms with wireless access	100	Change from 91-100%
Percent of students served by 1:1 Learning	100	91-100%
Chronic Absenteeism Rate	0.6	N/A

School Programs/Initiatives

Magnet Program

East North Street Academy established the magnet program in 1997 with a focus on math and science. This focus is carefully integrated into all areas of core instruction. Informational text is used to develop vocabulary and content in math and science through reading instruction at each grade level. Interactive notebooks are used to support writing instruction and dialogue about science and math content. Through applied principles of math and science, students participate in hands-on activities in both lab and classroom settings.

Instruction is supported and enriched by such community resources as geologists from Vulcan Materials, engineers, logistics specialists and marketing specialists from Michelin, reading tutors from Costco, Master Gardeners from Clemson Extension and meteorologists from local television stations. Our outdoor classroom and garden spaces are used to support project based learning, across grade levels, as students learn about plants, natural resources and environmental education. A partnership with Roper Mountain Science Center supports teachers and students across grade levels with science content and instruction, through special fieldtrips, Science on Wheels Stage Shows and the XPLORERS after school program. Our new partnership with Wynit supports our technology lab and the use of a wide variety of devices, 3-D printers, robots and coding programs to help students with gathering, storing and sharing information across the curriculum.

Advanced technology is used to support students across grade levels as they experience virtual fieldtrips in our very own S.T.E.M. lab. Artists in Residence support our focus on S.T.E.A.M., as they lead students through the study of the math and science of sound, as well as, math through music and drama. S.T.E.A.M. is the focus of the project based learning summer school program. This program targets areas of weakness in math, and supports teachers as they create units and formulate assessments and strategies to address these weaknesses during the three weeks of enrichment, and then to take into their classrooms in the fall.

The magnet program was designed to create an educational environment that responds to student interests, celebrates cultural, ethnic and academic diversity, and fosters student achievement across the curriculum. Over the past four years the magnet population at East North Street Academy has grown to 230. These students have chosen to travel and attend this school as magnet students. We have currently filled 43 magnet spots for 5K for the 2017-2018 school year. This number has doubled over the past two years.

ENSA strives to involve parents and the community in all educational endeavors. Federal funding combined with other funding sources allows us to offer monthly parent trainings and quarterly community events. These events allow our students and teachers to showcase their many talents while also allowing the parents and community to experience our successes and see ways in which they can become involved in enriching students' lives.

Intervention Programs

East North Street Academy believes that all students should have an opportunity to learn and grow. Students who are experiencing difficulty are provided small group intensive intervention with a certified teacher using Response to Intervention or RTI. Identification of students is done with the AIMsWeb computer based assessment. Those students identified are served until results of ongoing progress reports show that they are no longer in need of intervention help. RTI is fully implemented this year, in reading, for Kindergarten through Fourth Grade. Additional intervention programs being used are Leveled Literacy Intervention and Early Reading Intervention.

Read to Succeed

In June 2014, the South Carolina General Assembly passed Act 284 (Read to Succeed), excerpted in Appendix D, as a monumental step toward closing the state's achievement gap and increasing opportunities for all students in South Carolina. The goal of Read to Succeed is to ensure all students graduate from high school with the reading and writing skills they need to be college- and career-ready. Read to Succeed legislation is ground-breaking for South Carolina because it is comprehensive, systematic, and affects every educator and student in the state through eight components:

1. State, district, and school reading plans
2. Focus on third grade progression
3. Summer reading camps
4. Provision of reading interventions
5. Requirements for in-service educator endorsements
6. Early learning and literacy development
7. Teacher preparation
8. Reading coaches

East North Street Academy is creating a school reading plan to align with the district and state reading plans.

Balanced Literacy

We teach reading through Fountas & Pinnell, or F & P, a guided reading model that is being implemented in all Greenville County Schools. Through guided reading, small-group reading instruction takes place, designed to provide differentiated teaching that supports students in developing reading proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. The teacher forms a

temporary group of students that are alike enough in their development of a reading process that it makes sense to teach them together for a period of time (similar guided reading levels).

Reduced Class Size

Research shows that a reduced class size aids in student performance at primary grade levels and with populations of higher poverty. We are dedicated to continuing to have smaller classrooms by using the majority of our Title I funds to pay for additional classroom teachers. Currently our average class size in Kindergarten through Second grade is 19 students and our average class size in Third through Fifth grade is 20 students.

Technology

Every classroom, as well as the media center, computer lab, and science lab, is equipped with a Promethean Board (interactive whiteboard) for which all teachers have had training. Teachers also have access to Promethean items such as ActivExpressions and ActiVotes which help to engage learners by letting them remotely answer questions through selecting a multiple choice answer or texting a response. The computer labs contains 30 computers for student use and is equipped with a full time technology teacher that delivers lessons to students that integrate technology into the science curriculum. Classes visit the lab once a week and teachers can sign up for additional times in the partial lab. Additionally, we have four mobile Chrome Book carts that are available for check-out. Individual classrooms in grades 3-5 have six laptop computers as well. All teachers have an iPad for teacher and student use and there are additional I-pads available for checkout in the technology lab. Many computer programs are used to aid in increased student achievement. Lexia Learning is used in classrooms and is individualized for each student's unique learning needs. Students work on activities primarily in English Language Arts and Math at their own levels and progress at their own pace. Additionally students have access to the SeeSaw app to create digital portfolios and Razkids.com. Raz-Kids is an online guided reading program with interactive E-books, downloadable books, and reading quizzes. Students listen to books read aloud, read with vocabulary and pronunciation support, and read without support from the leveled bookroom. Teachers select appropriate reading levels and specific books and track student reading progress. Students practice reading to improve reading comprehension and reading fluency at school and at home with Internet access.

House System

The Ron Clark inspired House System is implemented at East North Street Academy. The program rewards positive behavior and allows students accountability for other students around them to have more appropriate behavior. Points are given to the students House to reward individual appropriate action and also for whole group good behavior. Points are turned in by the teacher and students in the winning House for that nine weeks receive a House celebration or short blitz weeks to earn consumable rewards. Our community partner, Michelin, provides us with volunteers who work diligently to keep the consumable rewards stocked with items students love which helps motivate students to follow school Essential 15 rules, Behavior Matrix, and policies.

Science Lab

East North Street Academy has two science labs, an earth science lab and a life science lab. One lab is equipped with a full time science instructor who classes visit weekly to receive hands on lessons and enrichment to classroom science instruction. The Science Labs are furnished with supplies such as microscopes, anatomical models, weighing and measuring devices, and a variety of additional supplies required for teaching our elementary school science curriculum. Students are also able to view animals in the science lab including snakes and lizards.

Math and Science Enrichment Clubs

Fun Friday Clubs are elective opportunities provided for students in third, fourth and fifth grade on the second and fourth Friday of each month from 1:30 – 2:15. Students were surveyed in August and asked to choose their top five interests from a menu of 26 different clubs. Some club topics include photography, coding and robotics, fun fitness, gardening, Lego builders, and electronic keyboarding. The clubs are sponsored by ENSA faculty and staff. Students remain in the same club for the first semester, then change to another club for the second semester. Parents and the community are invited to come in and preview our clubs at our Magnet Open House event in October.

Extended Day Program

We offer an extended day program for students in 4K – 5th grade. The program operates Monday – Friday from 2:30 – 6:00. Students are provided a nutritious snack, then moved into grade level groups where support is provided to complete homework and reading/math fluency. Afterschool care is provided by a highly qualified staff. We partner with Bob Jones University to place 75 practicum students each semester. These students come in and help students with homework, reading fluency, fact fluency and character development. Students also have access to computer labs, gym and outdoor spaces for activity and exercise.

Literacy League

Students in grades 3rd, 4th and 5th grade who were identified as approaching expectations are served 3 days a week in an after school program that concentrates on raising student achievement in English Language Arts. Teachers work with students in small groups using targeted instruction and Leveled Literacy Intervention instruction system.

Parents and Community Business Partners

East North Street Academy has a very active PTA. The parents act as mentors for students, serve as room mothers, and assist teachers with instructional needs. Many volunteers are members of committees such as grounds maintenance and beautification, ways and means, hospitality and others. The PTA budget is used to fund various school projects.

East North Street Academy enjoys the eager support of its parents and community volunteers. For the past several years. The PTA and community volunteers have organized fund-raising programs as well as many service programs for our school. These volunteers are very valuable resources for our students and teachers, working with students, assisting teachers, and helping in the office.

The School Improvement Council is actively involved at ENSA. This group is composed of parents, community volunteers, teacher representatives, and school administrators.

East North Street Academy works to develop and sustain community partnerships to support the educational program. ENSA partners with other state, federal programs and community agencies such as: Life Long Learning, Early childhood, Greenville Literacy Association, Greenville Family Partnership, Greenville County mental health, Communities in Schools, Urban League, Salvation Army, Julie Valentine Center, Family Connections, Live Free, Inc., Safe Kids, Greenville Sheriff's Department, McDonald's Corporation, United Ministries, Buncombe St. United Methodist Church, Bob Jones, Clemson, and Furman Universities, Overbrook Baptist Church, GAIHN program, Vulcan Materials, Kiwanis Club, Michelin, Lenscrafters, Wal-Mart, Bi-Lo, Trees Greenville, Clemson Extension, Macy's, Hands On Greenville, Lowes, Muffin Man, Chick Fil-A, Greenville Middle School, Operation Santa, Triune Mercy Center, Goodwill Job Connection, Visionworks, Inc., New Horizon Health and Dental Services, Harvest Hope, Greenville Tech Dental, Dr. Watson, Dr. Burleson, Yeargin Vision, United Way, Target, Publix, Ingles, Francis Asbury United Methodist Church, Sonic Corporation, Solutions Inc., YMCA - Eastside, Pizza Inn, Bank of Travelers Rest, Greenville County Health Dept., SAFY, Greenville Housing Authority, Publix Prescriptions, Papa John’s Pizza, Golden Corral, Olive Garden, Academy Sports, The Carolina Center for Behavioral Health, Bristol Inc., Roper Mountain Science Center, Sears Optical and Dept. Store, Jersey Mike's Sub, SOS Thrift Shop, Upstate Parent Magazine, Bad Daddy's, Coaches for Character, Greenville Fire Dept., Blood Connection, Wade Hampton Honor Society, BOOST- Out of School Time Programs, Pastor Sutton, Trinity Church, Bell Partners Apt, Investment, and Management, Compass, Shepherd's Gate, Legal Aide, Fluor Corporation, Brick Street Cafe, Q-T, Sphinx, Wild Wings, Soby's, Bon Secours, Guardian Group, Inc, Safe Routes, Girl Scouts of America, Outback, Texas Roadhouse, Fuddruckers, Martin's Nursery, Coca Cola Co., Carolina PayDay Loans, Silly Bobs Inflatibles, Joy of Tokyo, Krispy Kreme, Starbucks, Moe's, Jason's Deli, Harvey's, Comos, The Melting Pot, Five Guys, Tijuanna Flats,

Raffertys, Pita House, Chicken Salad Chic, Jimmy Johns, Chili's, Canopy Car Wash, Pet-co, and Help Me Grow.

Academic Tutors

Business partners from Michelin, Costco, and area churches serve children through individual and small group weekly tutoring in both math and English language arts. Parents and retired community members come to our school on a daily basis to provide one-on-one learning experiences for our children. Students from Bob Jones University and area high schools also visit ENSA weekly to provide tutoring services for students. Our academic volunteers truly make a positive difference in our school.

Additionally, East North Street employs three part time tutors during the months of February through May to help students who are not receiving services in math or ELA and did not meet expectations on 2016 SC Ready. The tutors follow a curriculum and are working with these students twice a week in an effort to raise their achievement in these curricular areas.

Real Men Read

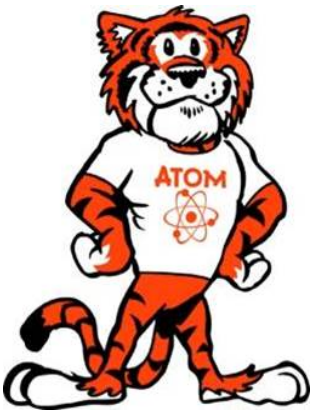
In February, communities across the globe celebrated *World Read Aloud Day,* a day when readers of all ages celebrate literacy and the pure joy and power of reading aloud. To coincide with this worldwide event East North Street Academy launched a new initiative in 2017 called Real Men Read. This program highlights the importance of schools and the community partnering together to ensure that education is a collaborative effort. First through fifth grade students listened to male members from the community read aloud picture books focusing on African American authors. Michelin provided a majority of our readers for the event while Ingles provided cookies for all students. Our plan is to expand this program to 4K & 5K for the 2017-18 school year. Real Men Read was a very successful event and ties in with our GCS Build a Better Graduate focus by building career awareness, focusing on all students reading on grade level by the end of 2nd grade, and encouraging literacy partnerships with parents.

Mission, Vision, Beliefs

The mission, vision, and belief statements are communicated through whole faculty meetings, small group meetings, Monday memos, horizontal planning, vertical planning, and on the school website.

Purpose Statement:
The purpose of East North Street Academy of Mathematics and Science is to develop inquisitive learners through the engagement of every child by an elementary curriculum that makes students aware of real world connections to math and science.

Mission Statement:
We will create a culture of excellence where our students exceed state standards through an engaging, proven curriculum and individualized instruction from excellent teachers in collaboration with home and community partnerships.



Shared Vision:
Achieve a safe, inviting, student-centered environment
Technology that engages families and educates students
Opportunities to build a better graduate
Math and Science real world connections across the curriculum

Beliefs:

- All students can learn.
- Students are the center of the educational process.
- Students learn best in a safe and engaging learning environment where technology is used to communicate and discover and students are nurtured by competent and caring teachers, administrators, and support personnel.
- Students have the responsibility to be active learners and make positive contributions to society.
- Students should have equitable access to educational opportunities.
- Educational experiences empower students to communicate and collaborate effectively, solve problems competently, think critically and creatively, and act responsibly, thereby preparing them to be a better graduate.
- Curriculum and instruction should meet the needs of all students.
- Education is the shared responsibility of home, school, business, and community.

Student Achievement Data

CogAT®

SCHOOL SUMMARY
Cognitive Abilities Test™ (CogAT®)
South Carolina Grade 2 Gifted and Talented Testing Program

School: East North St Academ
District: GREENVILLE COUNTY
Form-Level: 7-8
Test Date: 11/2018
Norms: Fall 2011
Grade: 2
Page: 1

		Number of Students Included	Average USS	AGE SCORES Average SAS	AGE SCORES PR	AGE SCORES S	GRADE SCORES PR	GRADE SCORES S	APR of Building Average Graph
East North St Academ	Verbal	122	170.8	95.0	38	4	44	5	38
Level: 8	Quantitative	120	172.8	97.5	44	5	55	5	44
Number of Students Tested = 124	Nonverbal	123	176.0	96.6	42	5	48	5	42
	Composite (VQN)	**119**	**173.2**	**95.8**	**40**	**4**	**45**	**5**	**40**

Iowa Assessments™

SCHOOL SUMMARY
Iowa Assessments™
South Carolina Grade 2 Gifted and Talented Testing Program

School: East North St Academ
District: GREENVILLE COUNTY
Form-Level: F-7
Test Date: 11/2018
Norms: 09/23 2011
Grade: 2
Page: 1

	English Language Arts							Mathematics						
	Reading	Language	Vocabulary	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation*	MATH TOTAL	CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
East North St Academ 2301054 Level: 7														
Iowa Assessments/CogAT														
Number of Students Included	120							120		120				
Average Standard Score (SS)	157.5							151.4		151.4				
Average Predicted Standard Score (PSS)	153.3							150.1		150.1				
Difference (SS-PSS)	4.2							1.3		1.3				
National Percentile Rank of Average SS	56							40		40				
National Percentile Rank of Average PSS	45							37		37				
Difference (NPR-PNPR)	11							3		3				
Iowa Assessments														
Number of Students Tested = 123														
Number of Students Included	123							123		123				
Average Standard Score (SS)	157.4							151.3		151.3				
National Percentile Rank of Average SS	56							39		39				
Percent of Students in NPR Range 75-99	25							15		15				
50-74	33							28		28				
25-49	20							31		31				
1-24	22							26		26				
National Stanine of Average SS	5							4		4				

ITBS National Percentile Rank of Average Scale Scores	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Reading	62	60	58	52	56
Mathematics	57	44	37	37	39

- Second grade student scores in reading stayed consistent at approximately 60th percentile, then dropped to the 52nd percentile and then rose to the 56th percentile
- Second grade student scores in math increased dramatically in 2014-2015, dropped 13th percentile in 2015-2016 and another 7th in 2016-2017. That is a decline of 20 percentile rankings in two years. In 2016-2017 math scores maintained at the 37th percentile ranking and 2018-2019 math scores rose to the 39th percentile.

SC PASS Data:

PASS Science	2013	2014	2015	2016	2017
Exemplary	19.3%	22.4%	13.8%	16.5%	18.91 %
Met	56.0%	46.0%	52.8%	46.3%	27.36 %
Not Met	24.7%	31.7%	33.3%	37.2%	26.37 %

- Students scoring Exemplary was under 20% until we saw a slight increase in 2014. Scores dropped in 2015 and began to increase slightly in 2016 and again in 2017.
- Students scoring Met dropped in 2014 but came up in 2015 and dropped again in 2016 and again in 2017.
- Students scoring Not Met saw a decrease in 2013 but has slightly risen each year since then.

PASS Social Studies	2013	2014	2015	2016	2017
Exemplary	22.6%	27.8%	32.1%	28.7%	28.36 %
Met	50.6%	48.5%	46.5%	47.6%	50.75 %
Not Met	26.8%	23.7%	21.4%	23.8%	20.90 %

- Students scoring Exemplary has risen each year since 2012. A slight drop occurred in 2016 and again in 2017.
- Students scoring Met was on a decline until 2016 and 2017 when the percentage rose slightly in both years.
- Students scoring Not Met continued to decline until 2016 when the percentage rose slightly, but dropped to the lowest percentage in 2017.

SC Ready ELA	**%Exceeds Expectations**			**% Meets Expectations**			**% Approaching Expectations**			**Does Not Meet Expectations**		
Year	**2016**	**2017**	**2018**	**2016**	**2017**	**2018**	**2016**	**2017**	**2018**	**2016**	**2017**	**2018**
3rd Grade	19.3	7.84	12.3	33.6	41.1	30.2	38.4	35.2	35.8	8.7	15.6	20.8
4th Grade	6	10.91	7.5	31.3	29.0	26.7	43.3	30	37.5	19.3	30	19.2
5th Grade	6.2	4.35	13.8	33.3	20.6	29.3	39.5	40.22	24.4	21	34.7	22.8
SC Ready Math	**%Exceeds Expectations**			**% Meets Expectations**			**% Approaching Expectations**			**Does Not Meet Expectations**		
Year	**2016**	**2017**	**2018**	**2016**	**2017**	**2018**	**2016**	**2017**	**2018**	**2016**	**2017**	**2018**
3rd Grade	31.7	24.51	29.2	41.3	41.1	23.6	16.3	19.6	26.4	10.6	14.71	20.8
4th Grade	21.7	24.77	27.5	19.3	25.6	26.7	31.3	22.9	26.7	27.7	26.61	19.2

5th Grade	14.8	14.13	17.1	27.2	25	31.7	45.7	30.4	28.5	12.3	30.43	22.8

2018 SC Ready ELA and Math

In grades 4th and 5th, there was a decrease in the percentage of students not meeting expectations SC Ready ELA and Math. In 3rd grade there was an increase in students not meeting grade level expectations in SC Ready ELA and Math.

School Renewal Plan for 2017-18 through 2022-23

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 38.48 % in 2016-17 to 68.38 % in 2022-23. *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 5 % annually.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-2018**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **38.48** (2016-17)	**School Projected Elementary 43.38**	**48.38**	**53.38**	**58.38**	**63.38**	**68.38**
		School Actual Elementary 39.3					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **49** (2016-17)	**District Projected Elementary 54**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary 48.9					

Action for Performance Goal 1

Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1.Disaggregate Mastery Connect test data and use data to inform planning and instruction	Ongoing 2018-2023	Administrators Teachers Instructional Coaches Title I Facilitator	None	None	Charts Graphs Data Meetings
2. Weekly team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2018-2023	Administrators Grade Level Chairs Instructional Coaches	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes
3.Provide additional instructional support to students in grades K-5 through the RTI program	Ongoing 2018-2023	Administrators Teachers Instructional Coaches Literacy Coach RTI Teachers	Funding for RTI teachers	District Funds Title I Funds	Quarterly RTI Reports
4. Monthly Personal Learning Communities focusing on best practices	Ongoing 2018-2023	Administrators Teachers IC's District Level Consultants Title I Math and Reading Consultants	None	None	Professional Development Calendar Workshop Portal Attendance Sheets
5.Provide continued professional development in Balanced Literacy	Ongoing 2018-2023	Administrators Instructional Coaches District ELA Consultants	None	None	Professional Development Calendar Workshop Portal Attendance Sheets
6.Utilize software to enhance instruction at school and continue learning at home	Ongoing 2018-2023	Administrators Title I Facilitator Instructional Coaches Teachers	$10,000	Title I Funds Local Funds District Funds	Reading A to Z Raz Kids
7.Use science and math leveled readers during guided reading instruction to enhance the learning in math and science	Weekly 2018-2023	Administration Instructional Coaches Teachers Magnet Coordinator	$5000	Title I Funds Magnet Funds Local Funds	Lesson Plans Vertical Team Minutes
8.Implement coaching cycles to improve common	Ongoing 2018-2023	Administration Instructional Coaches	None	None	Coaching Cycle schedule

planning and instruction					

Renewal Plan for 2017-18 through 2022-23

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 52.14% in 2016-17 to 76.14% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 5 % annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **52.14** (2016-17)	**School Projected Elementary 57.14**	**57.14**	**62.14**	**67.14**	**71.14**	**76.14**
		School Actual Elementary 50.6					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **54** (2016-17)	**District Projected Elementary 57**	**57**	**60**	**63**	**66**	**69**
		District Actual Elementary 52.5					

ACTION PLAN Performance Goal #2					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide professional development on best practices in math	Ongoing 2018-2023	Administration Instructional Coaches District Specialists	None	None	Professional Development Calendar Attendance from PD Portal
2. Math Interventionist K-2	Ongoing 2018-2023	Administrators Teachers Instructional Coaches Math Interventionist	Funding for part time Math Interventionist	Local Funds Title 1 funds	Quarterly progress reports
3.Implement coaching cycles to improve common planning and instruction	Ongoing 2018-2023	Administration Instructional Coaches	None	None	Coaching Cycle schedule
4. Disaggregate Mastery Connect test data and use data to inform planning and instruction	Ongoing 2018-2023	Administrators Teachers Instructional Coaches Title I Facilitator	None	None	Charts Graphs Data Meetings
5.Use math leveled readers during guided reading instruction to enhance the learning in math	Weekly 2018-2023	Administration Instructional Coaches Teachers Magnet Coordinator	$5000	Title I Funds Magnet Funds Local Funds	Lesson Plans Vertical Team Minutes
6. Weekly team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2018-2023	Administrators Grade Level Chairs Instructional Coaches	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes
7. Monthly Personal Learning Communities focusing on best practices	Ongoing 2018-2023	Administrators Teachers IC's District Level Consultants Title I Math and Reading Consultants	None	None	Professional Development Calendar Workshop Portal Attendance Sheets

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires* ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other
PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by 5% annually.

DATA SOURCE(s):	**AVERAGE BASELINE**	**2017-2018**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary N/A**	**56.3**	**61.3**	**66.3**	**71.3**	**76.3**
		School Actual Elementary 51.3					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary N/A**	**63**	**66**	**69**	**72**	**75**
		District Actual Elementary 55.9					

ACTION PLAN FOR STRATEGY #3					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Weekly Science Enrichment Class Grades K-5	Ongoing 2018-2023	Administration Instructional Coaches Science Lab Instructor	Funding for full time Science instructor	Local Funds Title 1 funds	Schedules Lesson Plans Classroom Observation SLO Goals
2. Weekly Technology Lab class focused on Science standards Grades K-5	Ongoing 2018-2023	Administration Instructional Coaches Technology instructor	Funding for full time Technology instructor	Local Funds Title 1 funds	Schedules Lesson Plans Classroom Observation
3. Bi Monthly Clubs focusing on Science and Math grade 3rd-5th	Ongoing 2018-2023	Administration Teachers Instructional Coaches	Funding for clubs related to Science and Math	Grant funding Community business partnerships	Schedules Club Attendance Club Planning
4.Use science and math leveled readers during guided reading instruction to enhance the learning in math and science	Ongoing 2018-2023	Administration Instructional Coaches Teachers Magnet Coordinator	$5000	Title I Funds Magnet Funds Local Funds	Lesson Plans Vertical Team Minutes
5.Implement coaching cycles to improve common planning and instruction	Ongoing 2018-2023	Administration Instructional Coaches	None	None	Coaching Cycle schedule
6. Weekly team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2018-2023	Administrators Grade Level Chairs Instructional Coaches	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by 5% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**School Projected Elementary N/A**	**66.3**	**71.3**	**76.3**	**81.3**	**86.3**
		School Actual Elementary 61.3					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**District Projected Elementary N/A**	**81**	**84**	**87**	**90**	**93**
		District Actual Elementary 74.6					

ACTION PLAN FOR STRATEGY #4					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Use Social Studies leveled readers during guided reading instruction to enhance the learning in Social Studies	Ongoing 2018-2023	Administration Instructional Coaches Teachers	$5000	Title I Funds	Lesson Plans Vertical Team Minutes
2. Interactive Read Aloud with emphasis on Social Studies and Science Standards	Ongoing 2018-2023	Administration Instructional Coaches Teachers	$2000	Title 1 Funds	Lesson Plans Classroom Observations
3.Implement coaching cycles to improve common planning and instruction	Ongoing 2018-2023	Administration Instructional Coaches	None	None	Coaching Cycle schedule
4. Weekly team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2018-2023	Administrators Grade Level Chairs Instructional Coaches	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes
5. Use technology to enhance instruction in Social Studies	Ongoing 2018-2023	Administration Instructional Coaches Teachers	?	?	Lesson Plans Classroom Observations

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **42** (2016-17) Annual Increase = 3	**Projected Hispanic 42**	45	48	51	54	57
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **39** (2016-17) Annual Increase = 3	**Actual Hispanic 34**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **32** (2016-17) Annual Increase = 3	**Projected AA 32**	35	38	41	44	47
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **29** (2016-17) Annual Increase = 3	**Actual AA 29**					

SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 15 (2016-17) Annual Increase = 5	**Projected SWD**	20	25	30	35	40
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **10** (2016-17) Annual Increase = 5	**Actual SWD 15**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **32** (2016-17) Annual Increase = 3	**Projected LEP**	36	39	42	45	48
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **29** (2016-17) Annual Increase = 3	**Actual LEP 30**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	**Actual SIP 39.3**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **56** (2016-17) Annual Increase = 3	**Projected Hispanic**	59	62	65	68	71

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **53** (2016-17) Annual Increase = 3	**Actual Hispanic 62**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **39** (2016-17) Annual Increase =	**Projected AA**	42	45	48	51	54
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **36** (2016-17) Annual Increase = 3	**Actual AA 36**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **22** (2016-17) Annual Increase = 3	**Projected SWD**	25	28	31	34	37
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **19** (2016-17) Annual Increase = 3	**Actual SWD 14**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **46** (2016-17) Annual Increase = 3	**Projected LEP**	49	52	55	58	61
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **43** (2016-17) Annual Increase = 3	**Actual LEP 58**					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (20__16-17) Annual Increase = __	**Projected SIP**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (20__16-17) Annual Increase = __	**Actual SIP 50.6**					

Goal Area 2: Teacher/Administrator Quality

Strategy/Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. Provide a workshop to discuss SCPASS and SCReady test data from spring 2017	August, 2018-2023	Administrators	None	None	Copy of presentation PD Calendar
2. Provide software training for newly purchased software	August-Sept 2018-2023	Administrators Instructional Coaches Title I Facilitator Magnet Coordinator	None	None	PD Calendar Portal PD Attendance Sheets
3. Disaggregate Mastery Connect/TE21 data from fall, winter, and spring testing	October, Jan, April 2018-2023	Administrators Instructional Coaches	None	None	Copies of data Portal PD attendance sheets
4. Provide professional development to strengthen literacy instruction	August-May 2018-2023	Administrators Instructional Coaches Title I ELA Consultant	None	None	PD Calendar Portal PD attendance sheets Copies of presentations
6. Provide technology staff development through Technology Tuesdays	Sept-April 2018-2023	Administrators Instructional Coaches Title I Technology Facilitator	None	None	PD Calendar Portal PD attendance sheets

7. Provide professional development to strengthen integration across all curricular areas.	Sept-May 2018-2023	Administrators Title 1 Consultants Instructional Coaches	None	None	PD Calendar Portal PD attendance sheets Copies of presentations
8. Provide professional development on using formative assessments in math	Sept-April 2018-2023	Title 1 Consultants Instructional Coaches Administrators	None	None	PD Calendar Portal PD attendance sheets Copies of presentations
9. Provide professional development on strategies to increase student engagement	Sept-April 2018-2023	Instructional Coaches Administration	None	None	PD Calendar Portal PD attendance sheets Copies of presentations

Professional Development Calendar

2018-2019

All teachers must participate in a minimum of 24 hours of professional development during each school year. Professional development may include workshops, conferences, in-services, and coursework. At least 12 of these 24 hours will be offered by the school/principal. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs.

Date	Time	Title	Person Responsible
August			
8/1-8/8	8:00-12:00	Grade Level Planning Days with ICs	Gault/Guest
8/9	8:00-4:00	New Teacher Orientation	Hooker/Gault/Guest
8/13	8:00-9:00	Welcome Back Meeting	Hooker
8/14	8:00-1:00	Power Play- 18/19 Expectations	School Leadership
8/15	10:00-3:00	Principal Kafele - Closing the Attitude Gap	Kafele/Hooker
8/16	8:00-3:00	Work Day	All Staff
8/17	8:00-9:00	Active Shooter Training	Hooker
8/20	8:00-2:30	First Day for Students	All Staff
8/29	3:00-4:30	SPED/Gen Ed Inclusion Meeting	Hooker
September	**Every Monday is Grade Level Planning 3:00-4:30**		
9/4		**LABOR DAY- No School**	
9/5	3:00-4:00	Faculty Council	Hooker
9/6	3:00-4:00	PAS-T Support	Gault/Guest/Sherman
9/11	Planning	PLC: Classroom Environment as it relates to the new Instructional Protocol	Gault/Guest
9/12	3:00-4:30	Faculty Meeting: 504 and State Test Data	Hooker/Guest/Gault
9/13	3:00-4:30	Website Update Training	Gault/Guest

9/19	3:00-4:00	Faculty Meeting: Advanced ED/District Goals	Admin/Guest/Gault
9/20	Planning	PLC: Tech Thursday with Jena Putnam	Putnam/Guest/Gault
9/20	3:00-5:00	K5 Language/Word Study PD	Gault
9/25	3:00-5:00	After School Tutoring Training	Thomas/Guest
9/26	3:00-4:30	Faculty Meeting: A Team/ Instructional Protocol with observation tool	Hooker
9/27	3:00-5:00	Lexia Training	Lexia/Hooker/Thomas
9/27	3:00-5:00	K5 Language/Word Study PD	Gault
October	**Every Monday is Grade Level Planning 3:00-4:30**		
10/3	3:00-4:30	Faculty Meeting: Advanced Ed	
10/8-10/9	All Day	Get Your Teach On - Charlotte, NC (ICs with 2 Primary and 2 Intermediate teachers)	Guest/Gault
10/10	3:00-4:30	Faculty Council: Advanced Ed	Hooker/Thomas/Sherman
10/11	3:00-4:00	PLC: J. Serravallo Reading Strategies Book	Guest/Gault
10/17	3:00-4:30	Faculty Meeting: Get Your Teach On Share	Gault/Guest
10/18	Planning	PLC: Tech Thursday with Jena Putnam	Putnam/Guest/Gault
10/22	8:00-3:00	Teacher Workday - EXCHANGE DAY #1	All Staff
10/24	3:00-4:30	New Teacher/PAS-T Support: *Curriculum Resources/Planning*	Hooker
November	**Every Monday is Grade Level Planning 3:00-4:30**		
11/5	8:00-3:00	Teacher Workday - EXCHANGE DAY #2	All Staff
11/6		**ELECTION DAY- No School**	
11/7	3:00-4:30	Faculty Meeting	Hooker
11/8	3:00-4:00	Donor's Choose Workshop	Massey/Guest/Gault
11/9	Planning	PLC: Reading Strategies Book Follow Up	Gault/Guest
11/14	3:00-4:00	Faculty Council	Hooker
11/15	Planning	PLC: Tech Thursday with Jena Putnam	Putnam/Gault/Guest
11/21-11/23		**THANKSGIVING BREAK - No School**	
11/28	3:00-4:00	New Teacher/PAS-T Support: *Holiday Survival Tips*	Gault/Guest/Sherman
December	**Every Monday is Grade Level Planning 3:00-4:00**		
12/4	Planning	PLC: Digging Into Data K-5th	Gault/Guest
12/5	3:00-4:30	Faculty Meeting	Hooker
12/12	3:00-4:00	Faculty Council	Hooker
12/19	3:00-4:00	New Teacher/PAS-T Support:	Hooker/Gault/Guest

		Winter Celebration	
12/24-1/4		**WINTER BREAK - No School**	
January	**Every Monday is Grade Level Planning 3:00-4:30**		
1/9	3:00-4:30	Faculty Meeting	Hooker
1/11	Planning	PLC: Math Learning Targets	Gault/Guest/Griffin
1/16	3:00-4:00	Faculty Council	Hooker
1/17	Planning	Tech Thursday with Jena Putnam	Putnam/Guest/Gault
1/21		**MLK DAY - No School**	
1/23	3:00-4:30	Faculty Meeting	Hooker
1/30	3:00-4:00	New Teacher/PAS-T Support: *Help with Reading Workshop*	Guest/Gault
February	**Every Monday is Grade Level Planning 3:00-4:30**		
2/5	Planning	PLC: Math Unit Planning with LT focus	Gault/Guest/Griffin
2/6	3:00-4:30	Faculty Meeting	Hooker
2/13	3:00-4:00	Faculty Council	Hooker
2/18		**PRESIDENT'S DAY - No School**	
2/20	3:00-4:30	Faculty Meeting	Hooker
2/21	Planning	Tech Thursday with Jena Putnam	Putnam/Guest/Gault
2/27	3:00-4:30	New Teacher/PAS-T Support: *How to Survive Spring Fever*	Guest/Gault/Sherman
March	**Every Monday is Grade Level Planning 3:00-4:30**		
3/5	Planning	PLC: Language/Word Study	Gault/Guest/Shamis
3/6	3:00-4:30	Faculty Meeting	Hooker
3/13	3:00-4:00	Faculty Council	Hooker
3/20	3:00-4:30	Faculty Meeting	Hooker
3/21	Planning	Tech Thursday with Jena Putnam	Putnam/Guest/Gault
3/27	3:00-4:30	New Teacher/PAS-T Support: *What you Need to Know about Testing*	Guest/Gault/Sherman
April	**Every Monday is Grade Level Planning 3:00-4:00**		
4/3	3:00-4:30	Faculty Meeting	Hooker
4/9	Planning	PLC: Language/Word Study	Guest/Gault/Shamis
4/10	3:00-4:00	Faculty Council	Hooker
4/15-4/19		**SPRING BREAK - No School**	
4/24	3:00-4:00	New Teacher/PAS-T Support: SLO Support	Hooker
4/25	Planning	PLC: Tech Thursday with Jena Putnam	Putnam/Guest/Gault

May	**Every Monday is Grade Level Planning 3:00-4:00** **State Testing Window: May 8th -June 5th**		
5/1	3:00-4:30	Faculty Meeting: State Testing Training	Terry/Guest
5/8	3:00-4:00	Faculty Council	Hooker
5/15	3:00-4:30	Faculty Meeting	Hooker
5/22	3:00-4:00	New Teacher/PAS-T Support: *Spring Celebration*	Guest/Gault/Sherman
5/27		**MEMORIAL DAY - No School**	
June			
6/6	8:00-3:00	Teacher Workday	All Staff
6/7	8:00-3:00	Teacher Workday (EXCHANGE DAY #3)	All Staff
6/10	8:00-3:00	Teacher Workday (EXCHANGE DAY #4)	All Staff

Goal Area 3: School Climate

Strategy/Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide training programs for parents that support parenting skills, literacy skills, academic assistance, and instructional technology.	Sept-May 2018-2023	Title I Facilitator, Social Worker	5,000	Title I	Agendas, Sign-in sheets
Provide Parent Resource materials and supplies to assist with homework and academic "make and take" aides.	Aug-June 2018-2023	Title I Facilitator, Social Worker Parent Involvement Coordinator	1,500	Title I	Agendas, Sign-in sheets
Maintain a website to support knowledge and implementation of the standards and the school's vision.	Aug-June 2018-2023	Title I Facilitator, School Webmaster, Instructional Coaches	N/A	N/A	Copies of Websites
Provide training and support for administrators and teachers in managing student behavior.	Aug-June 2018-2023	PBIS Leadership Team, District	N/A	N/A	PBIS Minutes, PBIS Excellence Buck Data
Involve parents in the school's decision making process through surveys, PTA, SIC, and Title I committees.	Aug-June 2018-2023	Administration Title I Facilitator	900	Title I	Committee Rosters
Provide opportunities for parents to	Aug-June 2018-2023	Administration Teachers PTA	N/A	N/A	Volunteer Sign-in sheet

volunteer at school and/or home.		SIC			
Strengthen collaboration with parents and the community to support student learning through parent compacts, newsletters, and calendars.	Aug-June 2018-2023	Administration Title I Facilitator, Classroom Teachers	1,500	Title I	Copies of signed compacts, classroom newsletters, master mailing list, postage receipts
Maintain an area for parent materials and provide access to computers and printers for parents to utilize during and after school hours with their children for academic assistance.	Aug-June 2018-2023	Administration Title I Facilitator Parent Involvement Coordinator	2,000	Title I	Observations, Parent sign-in sheet
Provide a weekly parent communication folder	Aug-June 2018-2023	Administration Classroom Teachers Parent Involvement Coordinator	N/A	District	Observation, Signed Papers, Communication Log
Develop packets of academic support materials and test-taking strategies for parents and conduct parenting trainings to improve student achievement.	Aug-May 2018-2023	Administration Classroom Teachers, Instructional Coaches, Guidance Counselor	3,000	Title I	Agendas, Sign-in sheets, Information Packets
Increase student attendance.	Aug-Jun 2018-2023	Administration Social Worker Teachers	N/A	District	Data Logs

Link to School Report Card:

ENSA 2017 School Report Card

Link to ESEA:

ESEA Federal Accountability