Robert E. Cashion Elementary School
School

Mr. Ryan Streetman
Principal

Greenville County School District
School System

Dr. Burke Royster
Superintendent

Action Plan
2013-14 through 2017-2018

SCHOOL RENEWAL PLAN COVER PAGE

Robert E. Cashion Elementary   **GREENVILLE COUNTY SCHOOL DISTRICT**

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018

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

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Crystal Ball O'Connor		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Dr. W. Burke Royster		**3/31/17**
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Ryan Streetman		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ryan Streetman		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL'S ADDRESS: 1500 Fork Shoals Road   **Greenville, SC**   **29605**
SCHOOL'S TELEPHONE (864) 355-8000
PRINCIPAL'S E-MAIL ADDRESS: streetm@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

Position	Name
1. Principal	Ryan Streetman
2. Teacher	Jennifer Murphy
3. Parent/Guardian	Jabrie Dyrhaug
4. Community Member	Shawn Hagerman
5. School Improvement Council	Willie Walton
6. Read to Succeed Reading Coach	Revonda Bradshaw
7. School Read to Succeed Literacy Lead	Ryan Streetman

POSITION	NAME
PRINCIPAL	Mr. Ryan Streetman
ASSISTANT PRINCIPAL	Ms. April Frederiksen
CLERK	Mrs. Jessie Hendrix
ATTENDANCE CLERK	Ms. Mary Donaldson
SECRETARY	Ms. Beth Dyer
MENTAL HEALTH COUNSELOR	Mr. Mark Goldsmith
GUIDANCE COUNSELOR	Ms. Ericka Lasenbery
NURSE	Ms. Julie Smith
TEACHER	Ms. Lisa Spence
TEACHER AIDE	Ms. Erin Taylor
TEACHER	Ms. Sally Clark
TEACHER AIDE	Ms. Pam Lewis
TEACHER	Ms. Nikki Tucker
TEACHER AIDE	Ms. Paula Church
TEACHER	Ms. Anna Leeke

TEACHER AIDE	**Ms. Harriet Way**
TEACHER	**Ms. Kay Cook**
TEACHER AIDE	**Ms. Beth Owens**
TEACHER	**Ms. Tracy Thackston**
TEACHER AIDE	**Ms. Erica Skipper**
TEACHER	**Ms. Anna Johnson**
TEACHER AIDE	**Ms. Meg Schroeder**
TEACHER AIDE	**Ms. Alice Abercrombie**
TEACHER	**Ms. Karen Richardson**
MEDIA SPECIALIST	**Mrs. Martha Morgan**
TEACHER	**Ms. Janelle Dodd**
TEACHER	**Ms. Lindsay Elsenheimer**
TEACHER	**Ms. Kristen Holmes**
TEACHER	**Ms. Margaret Kerechanin**
TEACHER	**Mrs. Teresa Knepp**
TEACHER	**Ms. Pressly Caldwell**
TEACHER	**Ms. Whitney Humphries**
TEACHER	**Ms. Becky Waldrep**
TEACHING ASSISTANT	**Ms. Debbie Cain**
TEACHER	**Ms. Jennifer Faust**
TEACHER	**Ms. Christina Cook**
TEACHER	**Ms. AJ Jeffcoat**
TEACHER	**Ms. LeighAnne Buckley**

TEACHER	Ms. Lauren Powell
TEACHER	Ms. Mary McCall
TEACHER	Ms. Katie Lewis
TEACHER	Ms. Katie Lewis
TEACHER	Ms. Katie Lewis
TEACHER	Ms. Allison Kelly
TEACHER	Ms. Angela Bagwell
TEACHER	Ms. Monica Caldwell
TEACHER	Ms. Morgan Kuykendall
TEACHER	Ms. Sarah Bisson
TEACHER	Mrs. Jennifer Murphy
TEACHER	Ms. Adrienne Sipe
SPEECH PATHOLOGIST	Ms. Anne Ouimette
SPEECH PATHOLOGIST	Ms. Elizabeth Muir
TEACHER	Ms. Rebekah Clyborne
TEACHER	Ms. Shelley Peak
TEACHER	Ms. Molly Graves
TEACHER	Ms. Susan Harper
TEACHER	Ms. Melissa Riznyk
TEACHER	Ms. Katie Trotter
TEACHER	Ms. Dana Wham
TEACHER	Ms. Chris Martin
TEACHER	Mr. Jonathan Cvammen

TEACHER	**Ms. Dana Wham**
TEACHER	**Ms. Caroline Easley**
TEACHER	**Ms. Mandie Wilmott**
TEACHER	**Ms. Karen Weinberg**
TEACHER	**Ms. Vilma Turner**
TEACHER	**Ms. Linda Fox**
INSTRUCTIONAL COACH	**Ms. Nicole Alford**
PLANT ENGINEER	**Ms. Tracy Riner**
CUSTODIAN	**Ms. Barbara Brown**
CUSTODIAN	**Mr. Joel Jones**
CUSTODIAN	**Mr. Corey Raines**
CUSTODIAN	**Ms. Dorothy Thompson**
CAFETERIA	**Ms. Linda Sullivan**
CAFETERIA	**Ms. Nikki Young**
CAFETERIA	**Ms. Luvenia Hill**
CAFETERIA	**Ms. Freedie Clinkscales**
CAFETERIA	**Ms. Sandra Mullinax**
CAFETERIA	**Ms. Faye Talley**
CAFETERIA	**Ms. Kimberly Powers**
CAFETERIA	**Ms. Luvenia Hill**
CAFETERIA	**Ms. Barbara Wilson**
PARENT	**Ms. Amy Buckmaster**
PARENT	**Ms. Tarcia Raines**

PARENT   **Ms. Angela Mason**

PARENT   **Ms. Felicia Sartor**

PARENT   **Mr. Mike Guarino**

PARENT   **Mr. Glenn Hines**

ASSURANCES FOR SCHOOL PLAN

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

✔ **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).

✔ **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).

✔ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

✔ **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*.

✔ **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

✔ **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

✔ **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).

✓ **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.

✓ **Half-Day Child Development**
The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

✓ **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.

✓ **Parenting and Family Literacy**
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

✓ **Recruitment**
The school makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical,

mental, emotional) and/or child abuse and neglect.

✔ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
The school 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.

Table of Contents

Introduction/Stakeholder Groups Involvement

All stakeholders are involved with our strategic improvement plan. The staff, along with parents and the School Improvement Council (SIC), is represented on most of our strategic improvement teams. Input is sought from partnerships with businesses and community groups, university professors, district level consultants, and students. Information is dispersed to all stakeholders through the School Improvement Council, PTA, school assemblies, school newsletter, local newspapers, and school website.

Executive Summary

Student Achievement

As a result of the self-study process we will continue to meet the needs of a diverse learning group. Based on test data there is a strong need for the continued instruction of phonemic awareness and reading comprehension strategies. In addition our test data indicates a need to address the achievement gap for our minority, special education and subsidized lunch populations.

Teacher and Administrator Quality

We have a highly qualified staff that is continuously involved in professional development programs in the areas of technology and curriculum. Teachers work together in professional learning communities to improve content and delivery of lessons. In order to complete the transition to a balanced literacy program modeled after the Fountas and Pinnell approach, we will continue professional development to enrich the reading program.

School Climate

The school climate is very positive. We have implemented PBIS type activities and Early Act First Knight to help keep the school climate positive and productive. We have programs before and after school to benefit our students and help improve the school climate, but we are aware of the continuing need to purposefully work at maintaining and improving a positive school climate.

Significant Challenges

- The increasing number of students who are not English proficient is one challenge our school faces.
- The transient population as students move in and out of our attendance area is another significant challenge.
- Although our poverty index puts seventy percent of our population at the poverty level, we do not receive Title I funding and have to rely on grants to purchase supplemental materials.
- Many of our parents work and find it difficult to volunteer because of their work schedules.

Significant Accomplishments

- Red Carpet Award Winner
- Five National Board Certified staff members
- Staff member who twice received *Who's Who Among American Teachers*
- Golden Apple Award presented by the WYFF television station to one kindergarten teacher and one third grade teacher
- After school academic program

- Satisfactory rating by students, parents, and staff on yearly survey
- Extracurricular opportunities including safety patrols, Junior Beta Club, chorus, Robotics club, and book clubs
- Staff member who was 2nd runner-up for District Teacher of the Year
- Staff member who was chosen as a Furman Fellow for the Leadership Program sponsored by the school district
- Palmetto Silver Award for Closing the Gap
- Energy Star Rated Facility Award

School Profile

School Community

Previously, Robert E. Cashion Elementary was known as East Gantt Elementary, which had operated as a kindergarten through fifth grade elementary school since the 1940's. After the 2002-2003 school year, Mr. Robert E. Cashion retired and a new school was built in a new location (approximately 4 miles away from the previous building). The new school was named after Mr. Cashion, the former principal of East Gantt.

Robert E. Cashion Elementary School is now a K4 through grade five public school built in 2003. It is located behind Donaldson Center, a business park in southern Greenville County. Our school has made several contacts with the businesses within this community. Bonnie Brae Golf Course is approximately half a mile away from our school. Mauldin and Simpsonville are two heavily populated and fast growing communities within ten minutes of the school.

We have an active PTA program that helps make decisions on various levels. They support the school with their time, energy and finances. Parents are also an integral part of our volunteer program and serve as chaperones and room parents for classes.

The staff of Robert E. Cashion School believes that our community and students' families work in cooperation with our staff to help our children succeed. Our school has been fortunate in having community partners; however, we plan to increase involvement in the future through additional partnerships with local church groups and businesses. Robert E. Cashion parents and family members are encouraged to become involved in school activities through PTA membership. Volunteers currently support our school by assisting with working in the media center, supporting classroom teachers, tutoring, chaperoning field trips, raising funds, and working in our school store.

Community members and business partners currently involved with our school are: 3-M Corporation, African American Network of Michelin, South Greenville Fire Department, Kiwanis Club, Greenville Evening Rotary Club, Publix, Reedy Fork Greenville church, Wendy's, and Papa John's.

Robert E. Cashion also benefits from having mentors from 3M work with our students.

School Leaders

Principal - Ryan Streetman

Mr. Streetman was born and raised in Simpsonville, South Carolina. He graduated from Hillcrest High School in 1995 and after graduation he attended Erskine College where he graduated in 1999 with a Sports Management degree. However, before graduation he decided he wanted to pursue a career in Elementary education. He then enrolled at Lander University where he graduated in 2002 with a degree in Elementary Education. His teaching career began at Fountain Inn Elementary, where he taught for 8 years in both 4th and 5th grade. After earning his Masters in Supervision and Leadership from Clemson University, he started his administrative career at Ralph Chandler Middle where he served as the administrative assistant for 3 years. He spent one year at Simpsonville Elementary as the Assistant Principal and another year at Plain Elementary before being appointed principal of Robert E. Cashion Elementary School in 2015.

In his second year as principal at Robert E. Cashion Elementary, Mr. Streetman continues to strive for continuous improvement in all areas of the school.

Mr. Streetman believes that children need to be educated in a positive environment where all stakeholders are working together as a team to ensure success for every child. His philosophy has been summarized in a quote from Henry Ford; "Coming Together is a Beginning, Keeping Together is Progress, Working Together is Success." He also believes that we, as educators, must continue to learn in order to better meet the needs of the students we now serve.

Beyond school life, he is dedicated to his wife and three children, Emma, Charlie, and Murphy.

Assistant Principal – April Frederiksen

Robert E. Cashion's Assistant Principal is Mrs. April Frederiksen. Mrs. Frederiksen is a product of Greenville County Schools. She is married and is a proud mother of four children. She received her Bachelor of Arts degree in Elementary Education from Clemson University and a Master of Arts Degree in School Leadership/Administration from Furman University.

This is Mrs. Frederiksen's fifth year as Assistant Principal at Robert E. Cashion Elementary School. Previously, she served as Assistant Principal at Gateway Elementary for four years and Administrative Assistant at Slater-Marietta Elementary School for two years. Before becoming an administrator, Mrs. Frederiksen taught in Greenville County in grades 1, 3, 4 and 5.

Mrs. Frederiksen is a trained ADEPT and PAS-T evaluator. She also has been trained in other initiatives such as Baldrige/Quality Tools, Pat Cunningham's Four Blocks, Fountas and Pinnell, Learning Focused, Positive Behavior Intervention System (PBIS), and differentiated instruction. She participated in Greenville County's Assistant Principal Institute (API) for prospective principals as well as the Developing Aspiring Principal's Program (DAPP) offered by the South Carolina State Department of Education.

It is Mrs. Frederiksen's intention to bring her experience and knowledge to Robert E. Cashion Elementary in order to affect children directly as well as indirectly. She has a deep passion for helping children and teachers. It is her desire to instill the love of learning into every person she encounters.

School Personnel Data

Robert E. Cashion has 32 regular education teachers, 5.4 special education teacher, 4.6 related arts teachers, 7.8 support staff, 8 paraprofessionals, and 2 administrator, a nurse, a plant engineer, 5 custodians, and 6 food service workers. Our faculty holds 20 advanced degrees and 5 National Board Certified teachers. We also share three related arts teachers, an ESOL teacher, and a Challenge teacher with other schools. Other support personnel available to assist at Robert E. Cashion Elementary include a Greenville Mental Health counselor, the district psychologist, and a social worker. The student/teacher ratio is 24 to 1. The number of years the teachers have taught is shown below by grade level:

Years of Experience
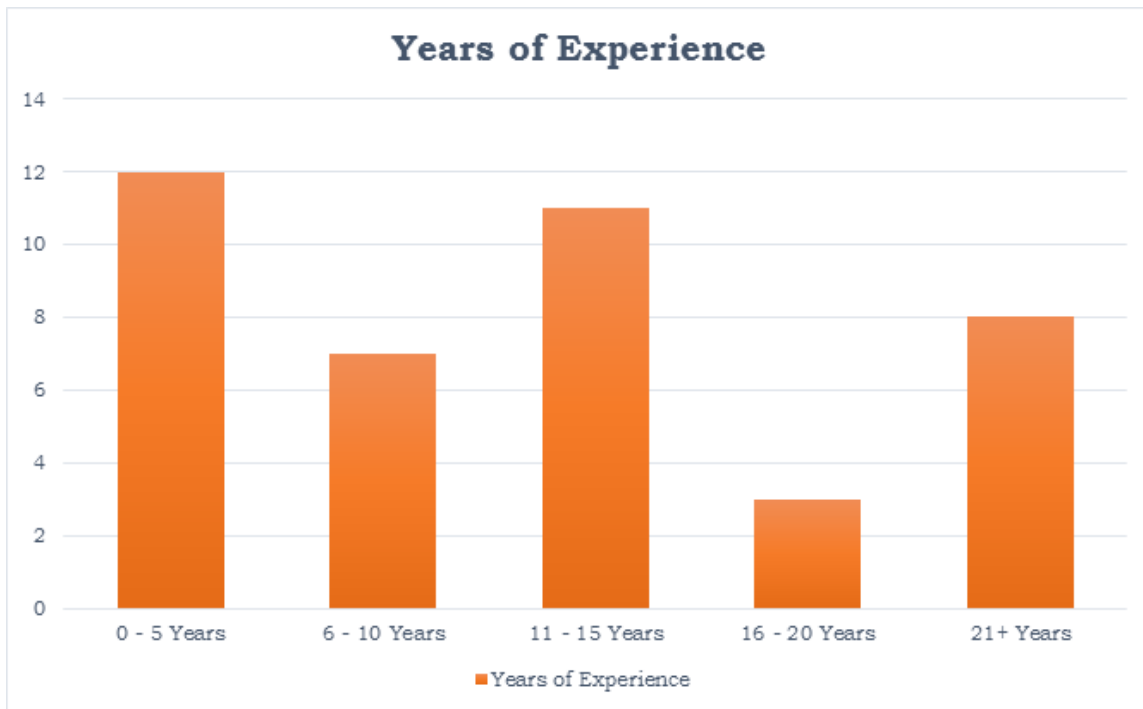
There are also two self-contained special education classes, these include a developmental delayed classroom and an intellectual delayed classes. Students with learning disabilities are served by one of our two resource teachers. We also have two speech therapists that serve students with language and articulation disabilities.

Student Population

A diverse population exists within our school which includes the following student breakdown: 355 African Americans, 1 Asian, 85 Hispanics, 209 Whites, and 40 students of two or more races. There are 321 females and 373 males with a total student population of 694 students. Seventy percent of our students qualify for free or reduced meals. The remaining population falls into the low to middle socioeconomic categories.

Enrollment Based on Gender	
Male	Female
373	321

School Year	Enrollment
2012-2013	678
2013-2014	712
2014-2015	693
2015-2016	669
2016-2017	694

Student Group	Enrollment	Percentage	
African American	355	51.2%	
Caucasian	209	30%	
Hispanic	85	12%	
Two or More Races	40	5.7%	
Other/Asian	1	0.1%	
Free Meals	449	64.7%	Total 70.9%
Reduced Meals	43	6.2%	

Programs and Initiatives

Robert E. Cashion has several additional funded programs, which focus on helping "at risk" students and meeting the special needs of all students. We are currently providing our kindergarten and first grade students with an early reading intervention program with a full time interventionist and the assistance of our kindergarten classroom assistants. Robert E. Cashion also has a gifted and talented program for identified students.

Mission, Vision, Beliefs

Our Mission
The mission of Robert E. Cashion Elementary School is to prepare students to become competent and responsible individuals.

Our Vision Robert E. Cashion Elementary School provides an academically challenging program in a safe, caring, and nurturing environment.

Our Beliefs
We believe:
- All students can learn.
- Learning is a priority.
- Curriculum and instruction must be standards driven, uniform within each grade level, and articulated across grade levels.
- Teachers and students should hold high expectations of the teaching and learning process. Mastery level teaching and learning are the desired outcomes of this process.
- Children must be prepared to take their places in a changing world using technology and all available tools to become functioning members of society.
- Children must learn the skills necessary to be self-directed life-long learners.
- Children have the right to learn in a safe, orderly, and nurturing environment.
- There are absolute standards of responsible citizenship, and inappropriate behavior receives corrective feedback or clearly stated consequences.
- Quality education is a cooperative process involving the home, the community, and all school personnel.
- School staff is committed to continuous improvement in all aspects of the school environment.
- Student performance should be assessed in a variety of ways. Assessment should reflect instructional content, strategies, and the developmental level of the child.
- An effective teacher has adequate materials and administrative support.
- The teacher's time should be focused on instruction and meeting all students' needs.
- The total school environment needs to be inviting and stimulating in order to create eager learners.
- All cultures have value.
- Everyone is unique and worthy of respect.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

- As a result of the self-study process we will continue to meet the needs of a diverse learning group. Based on test data there is a strong need for the continued instruction of phonemic awareness and reading comprehension strategies. In addition, our test data indicates a need to address the achievement gap for our minority and subsidized lunch populations.

- To address the academic needs of our students, the teachers at Robert E. Cashion use a variety of researched based and district endorsed programs including: *Fountas and Pinnell Balanced Literacy*, RTI Early Intervention Program, and *Every Day Counts Calendar Math*.

- Performance and improvement is hard track in ELA and Math due to the changing of the test in the past few years from PASS (2013 and 2014) to ACT Aspire (2015) to SCReady (2016). Categories and percentiles do not translate equally between tests.
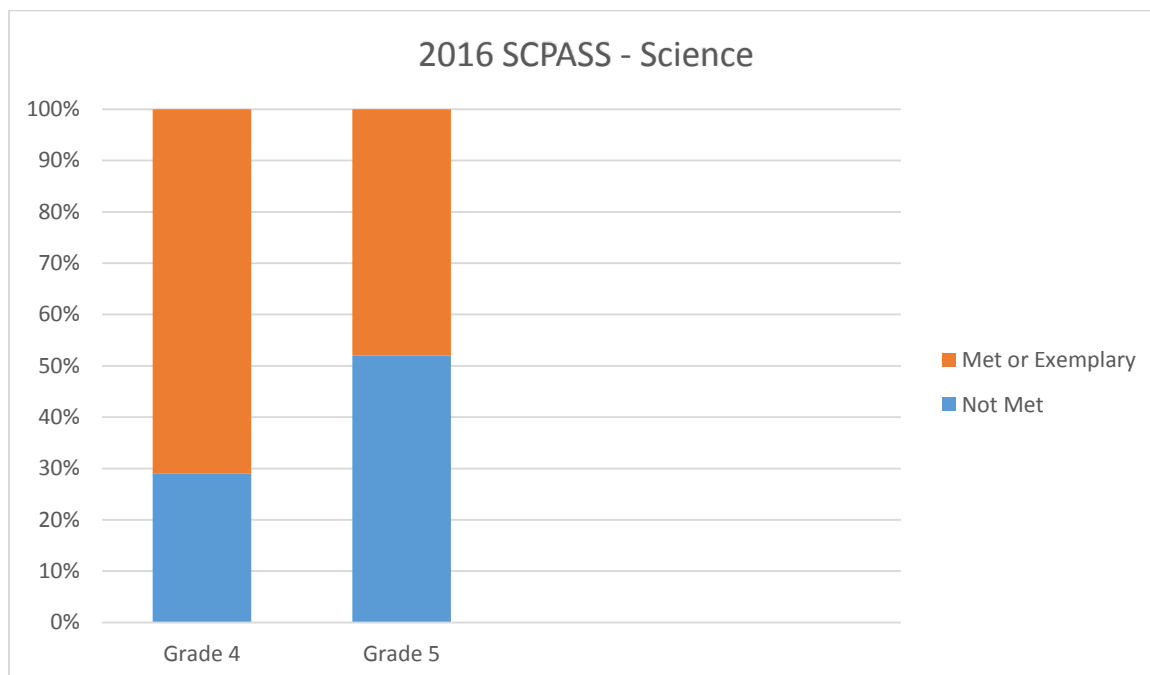
ELA
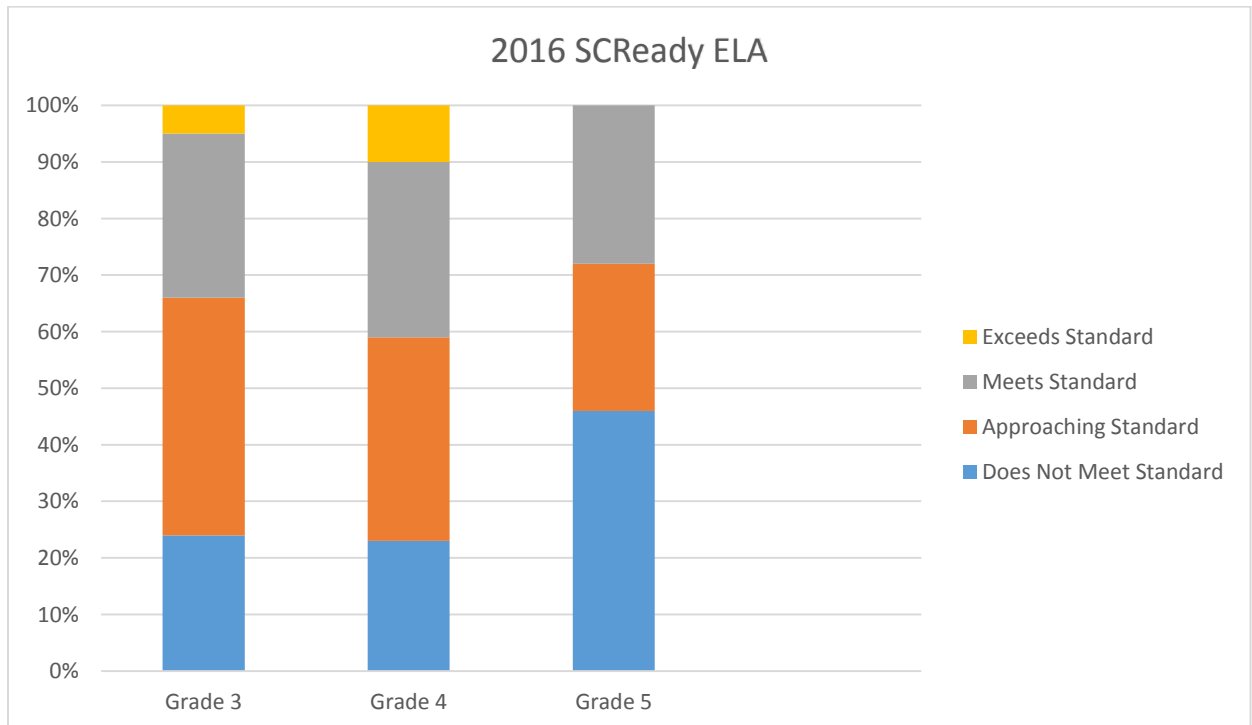
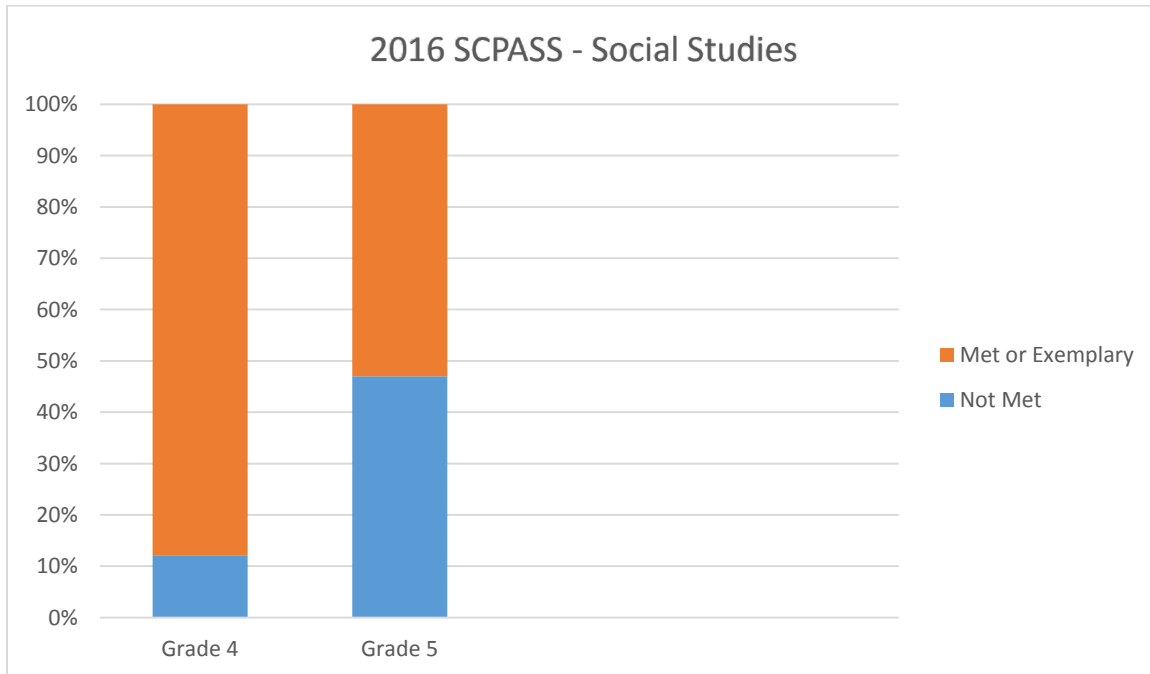The percentage of students not meeting standard was significantly higher in fifth grade.

Math
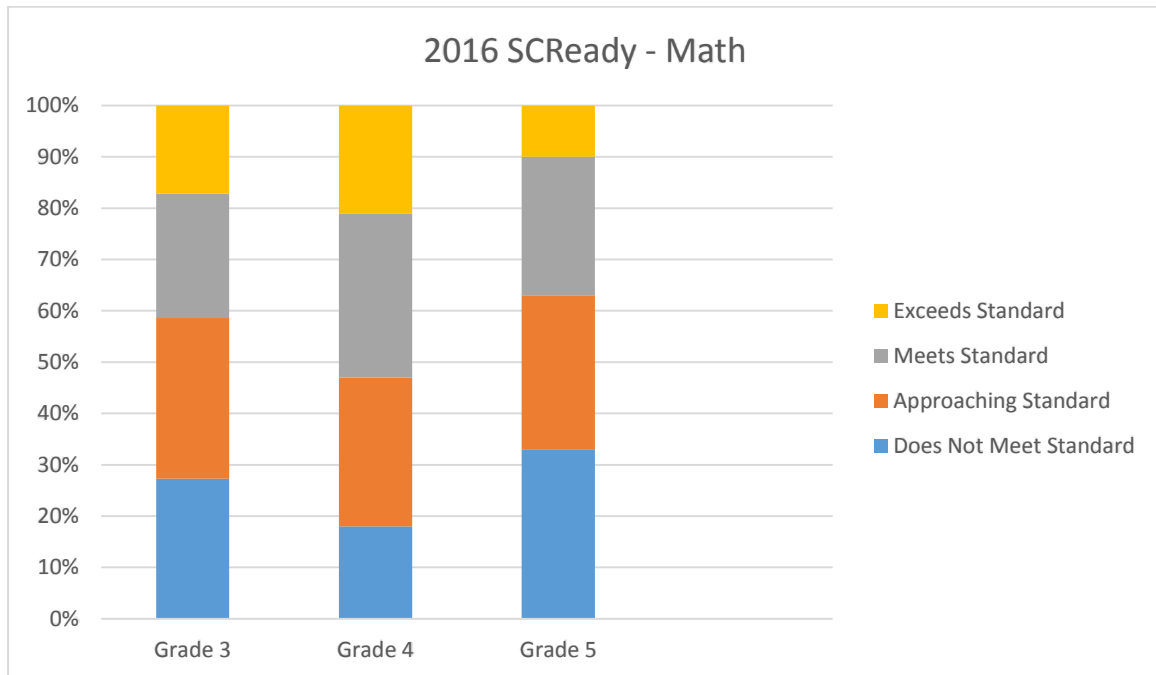
The percentage of students scoring exceeding standard was lower in fifth grade.

Science

The percentage of students scoring Met or Exemplary is significantly higher in fourth grade.

Social Studies

2016 SCPASS - Social Studies

The percentage of student scoring Not Met in fifth grade is significantly higher.

Next Steps

Our focus is to shift student achievement from Not Met to Exceeding and Exemplary levels. We would like to see a decrease in the number of students scoring Not Met and an increase in the number of students scoring Exceeding and Exemplary.

- Use a variety of assessment strategies including rubrics, teacher-made tests, student work samples, anecdotal records, and cooperative partnerships to accommodate all students' learning styles. Analyze the effectiveness of these strategies.
- Use differentiated instruction to meet the needs of all student levels and learning styles.
- Continue to use essential questions to guide instruction.
- Continue to develop common assessments and common planning across grade levels.
- Increase staff awareness on how different socioeconomic levels affect learning and relationships.
- Continue to implement strategies learned and shared from skills acquired in graduate courses, workshops, in-services, and peer observations.
- Teach students how to analyze their own scores and set appropriate individual learning goals.
- Continue to increase technological opportunities to enhance instruction across all curriculum areas.

Teacher and Administrator Quality

Professional development activities are ongoing and focus on relevant issues and current research in education. Information gathered from standardized test results, individual teacher evaluations, School Improvement Council, State Department of Education and parent surveys, are summarized and then presented at faculty meetings or via email. Priorities are determined, and then, through shared decision making, a school specific plan for professional development is completed. Staff development activities for the 2016-2017 school year included Fountas and Pinnell balanced literacy, NEW Google Sites webpage design. grade level planning to foster collaboration, data teams analyzing common assessments, improving science instruction, using available technology to increase student engagement, and addressing problematic student behaviors with Amanda Turner. Professional development was provided to the staff during faculty meetings through sharing expertise within particular curriculum areas. We also did a faculty book study on The DATA Teams Experience to address the need to analyze common assessments throughout the school year to identify students who need reteaching in order to master certain skills.

Date	Professional Development
8/9/16	Opening Meeting
8/10/16	Instructional Procedural Meeting
8/12/16	1st 20 Days of Reading (IC, LS, RTI)
8/17/16	Data Team Experience Part 1
8/25/16	Data Team Experience Part 2
8/31/16	Data Team Experience Part 3
9/14/16	Impacting Science Instruction - Mystery Science/Discovery Education
9/28/16	Guided Reading Training - IC, LS, RTI
10/12/16	Writing Rubric Training - Jeff McCoy
10/17, 19, 20	Data Days -Extending Data Team
11/9/16	Minimize the Impact of Everyday Behavior - Amanda Turner
1/4/16	Impacting Science Instruction - TBD

1/10-1/12	Data Days - Extending Data Team
1/11/17	Correcting Problematic Behavior with Setting Limits
2/8/16	Literacy Training - IC, LS, RTI
3/8/16	Tech Tips - DLC Teachers, IC
3/22/16	Calming and Coping Strategies - Amanda Turner
4/19/16	Student Engagement in Testing Review
5/10/16	Finishing the Year off Strong - Administration

*A-Team, Challenge, ESOL, and other required presentations will be divided up into our Wednesday Meeting Huddles.

School Climate Needs Assessment

The school climate is overall positive. We have implemented the Early Act First Knight program in our school to help keep the school climate positive and productive. We have programs before and after school to benefit our students and help improve the school climate, but we are aware of the continuing need to purposefully work at maintaining and improving a positive school climate. We are diligently working at communication with parents.

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents	Teachers	Students'	Parents'
Number of surveys returned	34	85	23
Percent satisfied with learning environment	97.0%	76.4%	91.3%
Percent satisfied with social and physical environment	94.1%	76.5%	86.4%
Percent satisfied with school-home relations	88.3%	84.6%	73.9%

Action Plan

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

GOAL 1: STUDENT ACHIEVEMENT - RAISE THE ACADEMIC CHALLENGE AND PERFORMANCE OF EACH STUDENT.

SC READY ELA

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in ELA as measured by SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in ELA as measured by SC Ready.

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

	Baseline 2015-2016	**2016-2017**	**2017-2018**
School Projected	X	40.7	45.7
School Actual	35.7		
District Projected	X	53	56
District Actual	50		

Baseline data to be established in 2015-16.

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

	Baseline 2015-2016	**2016-2017**	**2017-2018**
School Projected	X	49.7	54.7
School Actual	44.7		
District Projected	X	59	63
District Actual	56		

Baseline data to be established in 2015-16.

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

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

% Tested ELA – School	Baseline 2015-2016	2016-2017	2017-2018
Projected Performance	**95.0**	**95.0**	**95.0**
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		

	Baseline 2015-2016	2016-2017	2017-2018
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested ELA – District (Grades 3– 5)	**Baseline 2015-2016**	**2016-2017**	**2017-2018**
Projected Performance	**95.0**	**95.0**	**95.0**
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested Math – School	Baseline 2015-2016	2016-2017	2017-2018
Projected Performance	95.0	95.0	95.0
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested ELA – District (Grades 3-5)	Baseline 2015-2016	2016-2017	2017-2018
Projected Performance	**95.0**	**95.0**	**95.0**
Actual Performance			
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

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

FIVE YEAR PERFORMANCE GOAL: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 61.9%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 61.9%.

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

	Baseline 2014-2015	2015-2016	2016-2017	2017-2018
School Projected	X	61.9	61.9	61.9
School Actual	61.9	61.2		
District Projected	X	73.9	74.9	75.9
District Actual	72.9	71.4		

Beginning in 2014-15, grades 4-8 will take Science and Social Studies.

SCPASS SOCIAL STUDIES

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

FIVE YEAR PERFORMANCE GOAL: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 74.4%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above 74.4%.

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

	Baseline 2014-2015	2015-2016	2016-2017	2017-2018
School Projected	X	74.4	74.4	74.4
School Actual	74.4	73.5		
District Projected	X	82.2	83.2	84.2
District Actual	81.2	78.8		

Beginning in 2014-15, grades 4-8 will take Science and Social Studies.

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the IOWA Test.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

DATA SOURCE(S): Fall IOWA/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	60th percentile	62nd percentile	49th Percentile	

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	39th percentile	38th percentile	36th percentile	

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile	62nd percentile	60th percentile	

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile	51st percentile	48th percentile	

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
K -5 students will receive a balanced literacy program including the following:					
1. Ensure that Language Arts instruction includes the implementation of South Carolina State Standards.	August-June 2017-2018	Administration, Teachers	No cost		Administrative feedback/ Classroom walk-through observations Lesson or unit plans
2. Continue to incorporate Fountas and Pinnell strategies for guided reading instruction.	June-May 2017-2018	Instructional Coach	No cost		Certificate of completion, in-service
3. Provide intervention program RTI for at risk kindergarten and first grade students	October – May 2017-2018	RTI Leadership Team	No cost	Special Education	Implementation Plan
4. Training for all teachers in the Fountas and Pinnell.	September-May 2017-2018	District Personnel	No cost	District	Certificate of completion
5. Analyze MAP test results to identify student strengths and weaknesses; monitor and adjust instruction ($2^{nd} – 5^{th}$ grade)	September April 2017-2018	$2^{nd} – 5^{th}$ Grade Teachers, Special Ed. Teachers, and Instructional Coach	No cost	District	Test results, teacher lesson plans
6. Analyze Fountas and Pinnell Benchmark test results to identify student strengths and weaknesses; monitor and adjust instruction	October, January, May 2017-2018	K – 2nd Grade Teachers	No cost	District	Test results, teacher Lesson plans
7. Keep a K-5 record of students' writing progress.	K5-5th Grade 2017-2018	K5-5th Grade Teachers	No Cost to school	N/A	Student owned and supported; accountability by teachers, school administration
Identify and target students who score *not met* on the state assessment and provide academic support.					
1. Utilize and implement books in more than one language for ESOL students.	September-May 2017-2018	Teachers, Media Specialist	No Cost	N/A	Test Results
2. Maintain a leveled reader book room.	September-May 2017-2018	Instructional Coach	No Cost	N/A	Teacher lesson plans
3. Continue to conference with individual students.	September-May 2017-2018	Teachers	No Cost	N/A	Teacher lesson plans
4. Initiate small groups by	September-	Teachers	No Cost	N/A	Teacher lesson plans

ability.	May 2017 -2018				
Identify and support disabled students to help them achieve.					
1. Continue to use small groups and peer led groups.	September-May 2017-2018	Teachers,	No Cost	N/A	Teacher lesson plans
2. Provide vocabulary studies for all academic areas before a unit begins.	September-May 2017-2018	Teachers	No Cost	N/A	Teacher made materials
3. Utilize support staff to answer questions or provide extra strategies or interventions.	September-May 2017-2018	Teachers, Support Staff	No Cost	N/A	Meeting Notes
4. Provide kinesthetic activities.	September-May 2017-2018	Teachers	No Cost	N/A	Teacher lesson plans
K – 5 students will receive a balanced Mathematics program including the following:					
1. Analyze MAP Math test results to identify student strengths & weaknesses; monitor and adjust instruction.	September, April 2017-2018	2nd – 5th Grade Teachers, Special Ed. Teachers, IC	No cost	N/A	Test results, teacher lesson plans
2. Analyze District Benchmark test results to identify student strengths and weaknesses; monitor and adjust instruction.	October, January, May 2017-2018	K – 1st Teachers	No cost	N/A	Test results, teacher lesson plans
3. Ensure that math instruction including the implementation of South Carolina State Standards.	August-June 2017-2018	Administration, Teachers	No cost	N/A	Administrative feedback, Classroom walk-throughs, Lesson or unit plans
4. Utilize district math curriculum pacing guide found on Atlas Rubicon to drive math instruction	August-May 2017-2018	Teachers, Instructional Coach	No cost	N/A	Teacher lesson plans
5. Incorporate Every Day Counts Calendar Math into curriculum.	August-May 2017-2018	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations
6. Incorporate Compass Odyssey Math instruction for grades K-5.	August-May 2017-2018	Classroom Teachers & K-5 Teaching Assistants	No cost	N/A	Lesson Plans
7. Incorporate a problem-of-the-day type activity into instruction daily.	August-May 2017-2018	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations
8. Include a spiral review of math skills at least weekly.	August-May 2017-2018	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations

9. Focus on correct math terminology when teaching.	August-May 2017-2018	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations
10. Utilize Rubicon Atlas for unit and lesson plans, resources and support documents.	August-May 2017-2018	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations
11. Using First in Math computer program to drive reinforcement of math facts and concepts.	August-May 2017-2018	Classroom Teachers	Piloting program /no cost	N/A	Weekly reports from computer system
12. Use backward design lesson planning to focus lesson on essential facts with common assessments.	August-May 2017-2018	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations
Identify and target students who score below basic on the SC state assessment and provide academic support.					
1. Obtain volunteers to provide tutoring help through our community partners and PTA.	August-May 2017-2018	IC School Counselor	No cost	N/A	Volunteer schedule
Identify and support disabled students to help them achieve.					
1. Encourage more collaboration between resource and classroom teachers	August – September 2017-2018	Classroom Teachers and Support Staff	No cost	N/A	Evidence of meetings
2. Use MAP scores to identify strengths and weaknesses and address the weaknesses by utilizing Descartes for additional strategies	September 2017-2018	IC & Classroom Teachers	No cost	N/A	Lesson Plans
3. Provide vocabulary & study guides to resource teachers and support staff to help give extra support to increase student's understanding and ability to connect vocabulary to content	August – September 2017-2018	Classroom Teacher & Support Staff	No cost	N/A	Teacher Lesson Plans
K-5 will receive additional support for Science and Social Studies					
1. Support the academic areas with vocabulary studies	August – September 2017-2018	Classroom Teacher & Support Staff	No cost	N/A	Teacher Lesson Plans, Content vocabulary
2. Utilize the science lab for hands on experiments and to promote the use of the	August – September 2017-2018	Classroom Teacher & Support Staff	No cost	N/A	Teacher Lesson Plans, science lab schedule

	scientific process.				
3.	Support content area with nonfiction reading materials, including e-books and periodicals sets for the classroom.	August – September 2017-2018	Classroom Teacher & Support Staff	No cost	N/A	Teacher Lesson Plans, materials checked out from bookroom and media center
4.	Develop school-wide focuses for each content area.	August – September 2017-2018	Professional Learning Committees	No cost	N/A	Evidence of meetings
5.	Participate in the virtual field trips offered by the school district	August – September 2017-2018	Classroom Teacher & Support Staff	No cost	N/A	Teacher Lesson Plans

Goal 2: Teacher/Administrator Quality - Ensure quality personnel in all positions.

PROFESSIONAL DEVELOPMENT

FIVE YEAR PERFORMANCE GOAL: 100% of teachers will participate in South Carolina State professional development relevant to their subject area.

ANNUAL OBJECTIVE: 100% of teachers will participate in South Carolina State professional development on an annual basis.

DATA SOURCE(S):   Professional Development Portal, sign-in sheets, meeting agendas

	Baseline 2011 - 2012	Planning Year 2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Projected	X	X	100	100	100	100	100
School Actual	X	100	100	100	100	100	

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. All teachers will be trained in the Fountas and Pinnell methods	June-May 2017-2018	Fountas and Pinnell	No cost	District	District Portal System
2. All new teachers will attend training in Everyday Counts Calendar Math	Aug.-May 2017-2018	District personnel	No cost	District	Certificate of completion
3. All new teachers will attend training in Learning Focused	Aug.-May 2017-2018	District personnel	No cost	District	Certification of Completion
4. Provide training in technology and share ideas at faculty meetings	Aug.-May 2017-2018	Technology Team members	No cost		District Portal System
5. Teachers will maintain a PAS-T portfolio	Aug.-May 2017-2018	District personnel IC	No cost	District	PAS-T Notebook
6. Teachers will be encouraged to attend professional training in South Carolina State Standards for ELA and Math offered by the District	Aug-May 2017-2018	District personnel	No cost	District	District Portal System

Goal 3: School Climate - Provide a school environment supportive of learning.

STUDENT ATTENDANCE

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

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

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011 - 2012	Planning Year 2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.2	96.9	96.9	96.4	96.6		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

PARENT SATISFACTION – LEARNING ENV.

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who are satisfied with the learning environment at 95.8% or higher from 2012 to 2018.

ANNUAL OBJECTIVE: Annually maintain the percentage of parents who are satisfied with the learning environment at 95.8% or higher.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #5

	Baseline 2011 - 2012	Planning Year 2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Projected	X	X	95.8	95.8	95.8	95.8	95.8
School Actual	95.8	84.4	74	71	91.3		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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

STUDENT SATISFACTION – LEARNING ENV.

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who are satisfied with the learning environment at 87.2% or higher from 2013 through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually maintain the percentage of students who are satisfied with the learning environment at 87.2% or higher.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #18

	Baseline 2011 - 2012	Planning Year 2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Projected	X	X	87.2	87.2	87.2	87.2	87.2
School Actual	87.2	83.0	88.7	73	76.4		
District Projected	X	X	83.5	84.0	84.5	85.0	85.5
District Actual	83.8	82.7	81.6	83.9 (ES, MS, and HS)	83.8 (ES, MS, and HS)		

TEACHER SATISFACTION – LEARNING ENV.

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 97.3% from 2012 through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually maintain the percentage of teachers who are satisfied with the learning environment at 97.3% or higher.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011 - 2012	Planning Year 2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Projected	X	X	97.3	97.3	97.3	97.3	97.3
School Actual	97.3	89.5	94.7	68	97		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

PARENT SATISFACTION – SAFETY

FIVE YEAR PERFORMANCE GOAL: Maintain the percentage of parents who indicate that their child feels safe at 98.1% from 2012 through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually maintain the percentage of parents who indicate that their child feels safe at school at 98.1% or higher from 2012 through 2018.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #20

	Baseline 2011 - 2012	Planning Year 2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Projected	X	X	98.1	98.1	98.1	98.1	98.1
School Actual	98.1	93.8	89.5	75	95.4		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	91.7		

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

STUDENT SATISFACTION – SAFETY

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who feel safe at school during the school day at 93.5% or higher from 2012 to through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, annually maintain the percentage of students who feel safe at school during the school day at 93.5% or higher.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011 - 2012	Planning Year 2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018
School Projected	X	X	93.5	93.5	93.5	93.5	93.5
School Actual	93.5	85.1	87.9	73	84.7		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

TEACHER SATISFACTION – SAFETY

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

ANNUAL OBJECTIVE: Beginning in 2013-14, annually maintain the percentage of teachers who feel safe at school during the school day at 100%.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #42

	Baseline 2011 - 2012	Planning Year 2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Projected	X	X	100	100	100	100	100
School Actual	100	100	97.4	84	94.1		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Strategies to improve student attendance					
1. Conduct quarterly class attendance contests to reward the class with the highest percentage of students with perfect attendance. Post weekly results on bulletin board	Quarterly 2017-2018	Office Staff	100	PTA	Bulletin Board
2. Communicate with parents the attendance policy with the student handbook and throughout the year with letters home as needed.	Yearly & As Needed Throughout the Year 2017-2018	Office Staff	None	N/A	Log of parental contacts
3. Make personal phone calls to students that are absent.	Daily 2017-2018	Office Staff	None	N/A	Log of parental contacts
4. Reward students quarterly who have perfect attendance with certificates and pencils at Awards Ceremonies.	Quarterly 2017-2018	Assistant Principal & Teachers	200	PTA	Awards Day
5. Reward those students that have perfect attendance for the entire year with a trophy that is presented at the last Awards Day.	Yearly 2017-2018	Assistant Principal & Teachers	400	PTA	Awards Day
Strategies to address school climate					
1.Utilize ideas and suggestions from the School Improvement Council (SIC) and PTA which are made up of parents, teachers, and community members	Monthly meetings Sept.-May 2017-2018	Administration All Stakeholders	No cost		Minutes from monthly meetings
2. Invite parent participation in Quarterly Terrific Kids celebrations and Quarterly Awards Day programs	November, January, March, and June 2017-2018	Assistant Principal, Kiwanis Club, Faculty	No cost	Funded by Kiwanis Club and in-house funding	Newspaper and Morning News
3. Invite parent participation in school sponsored activities – for example: writing workshop,	August – May 2017-2018	Faculty and PTA	No cost		Replies from Invitations Sent

testing workshop, Muffins for Moms, Doughnuts for Dads, Trunk-A-Treat, Chorus Performances, Spring Fling, and Lunch Invitations					

School Report Card

http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?y=2016&d=2301&t=E&s=113