

Thomas E. Kerns Elementary
Ronda Simmons, Principal

Greenville County Schools
W. Burke Royster, Superintendent

Scope of Action Plan
for Years 2018-19 through 2022-23

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Thomas E. Kerns Elementary

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2021-2022 (*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		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Ronda Simmons		3/1/21
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lynda Leventis-Wells		April 13, 2021
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Elaine Naradowski		3/1/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Elaine Naradowski		3/1/21
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 6650 Frontage Road at White Horse Greenville, SC 29605

SCHOOL TELEPHONE: (864) 355-1300

PRINCIPAL E-MAIL ADDRESS: rrsimmons@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

	<i>Position</i>	<i>Name</i>
1.	Principal _____	<u>Ronda Simmons</u>
2.	Teacher _____	<u>Kaila Miller</u>
3.	Parent/Guardian _____	<u>Ryan Lollis</u>
4.	Community Member _____	<u>Jana Clark</u>
5.	Paraprofessional _____	<u>Katarina Reichardt</u>
6.	School Improvement Council Member _____	<u>Ann Heatherly</u>
7.	Read to Succeed Reading Coach _____	<u>Elaine Naradowski</u>
8.	School Read To Succeed Literacy Leadership Team Lead _____	<u>Elaine Naradowski</u>
9.	School Read To Succeed Literacy Leadership Team Member _____	<u>Loren Pessolano</u>

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the School Literacy Leadership Team for Read to Succeed

<u>POSITION</u>	<u>NAME</u>
<u>Interventionist</u>	<u>Allison Golden</u>
<u>Interventionist</u>	<u>Debbie McDowell</u>
<u>Interventionist</u>	<u>Lorri Smith</u>
<u>Teacher</u>	<u>Tyhesha Judge-Fogle</u>

ASSURANCES FOR SCHOOL RENEWAL PLANS

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

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

[S.C. Code Ann §59-139-10 et seq. (Supp. 2004)]

x Academic Assistance, PreK–3

The district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

x Academic Assistance, Grades 4–12

The district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

x Parent Involvement

The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

x Staff Development

The district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

x Technology

The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

Innovation

The district funds innovative activities to improve student learning and accelerate the performance of all students.

x Collaboration

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

x Developmental Screening

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

x Half-Day Child Development

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

x Developmentally Appropriate Curriculum for PreK–3

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student’s social and cultural context.

Parenting and Family Literacy

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children’s education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

x Recruitment

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for 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): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing 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 district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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INTRODUCTION

to the Thomas E. Kerns Elementary School Portfolio

Our school portfolio was developed to document the changes and progress our school has made while working to continuously improve all aspects of our school. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The seven categories included in this school portfolio are—

- School Community
- School Personnel
- Student Population (45th day)
- Academic and Behavioral Features/Programs/Initiatives
- Student Achievement needs assessment
- Teacher/Administrator Quality needs assessment
- School Climate needs assessment

This school portfolio is a living document that describes Thomas E. Kerns Elementary and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. All staff members are involved in the creation of the school portfolio. Our desire is to provide a clear picture of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future.

The Staff of Thomas E. Kerns Elementary School

Executive Summary

As a Title I school, Thomas E. Kerns Elementary is actively involved in annually reviewing our needs, and determining and using the best research-based practices to address the identified needs. We recognize and celebrate our strengths such as 1-1 Chromebooks and Professional Learning Communities. We continue to focus on improving student achievement. We envision our families, staff, and community working together to help our children succeed.

Impact of COVID-19

There are many events/activities included in our portfolio that we participate in during a typical year. However, due to COVID-19 we were not able to implement all of the events and activities. We fully intend to implement all of the various events/activities as soon as COVID-19 restrictions are lifted.

Summary of Student Achievement

Thomas E. Kerns Elementary faculty and staff conduct an annual analysis of testing data. Results from these data sources demonstrate a need to continue to address student learning needs. Several strategies for increasing student success at Thomas E. Kerns Elementary are:

English/Language Arts

Differentiated instructional strategies focusing on the development of vocabulary skills for students
Increased focus on the enhancement of reading comprehension skills
Increased focus on writing
Small group reading instruction for all grades
Extended-day tutoring and academic assistance
Class size reduction in grades 1st, 3rd, 4th, and 5th
Early intervention reading strategies for grades K, 1, 2
Coaching the Core
Computer assisted instruction
High-quality professional development for teachers
Increased focus on South Carolina College- and Career-Ready LEA Standards (2018-2019)
Unit Planning with District Academic ELA Specialists and Instructional Coaches
Rigor focus
Challenge
Intervention – inclusion and pullout models for kindergarten through fifth grade students
Increase focus on the gradual release model

Mathematics

Increased hands-on instructional activities for all mathematical concepts
Increased focus and instruction on problem-solving and data interpretation
Extended-day tutoring and academic assistance
Class size reduction in grades 1st, 3rd, 4th, and 5th
Coaching the Core
Computer assisted instruction
Rigor focus
Steam
Challenge
Continued high-quality professional development for teachers
Increased focus on South Carolina College- and Career-Ready Mathematical Standards (2018-2019)
Unit Planning with District Academic Math Specialists and Instructional Coaches
Increase focus on the gradual release model

Summary of Teacher and Administrator Quality

Thomas E. Kerns Elementary School strives for excellence in all areas including holding teachers to a high standard. There is little teacher turn over from year to year. Teachers at Thomas E. Kerns are all highly qualified and many hold advanced degrees. Professional development workshops and technology proficiency at the school and district level help aid in this endeavor.

Summary of School Climate

2020 data points are not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic. The following is 2019 information. Overall, surveys of student and parent satisfaction show negative results. In 2019, the survey of student satisfaction declined in all areas. The survey of parent satisfaction improved in the areas of social and physical environment. In 2019, teachers dropped their rating to 93.3% who feel safe at school and students dropped their rating to 58.3%. Parents increased their rating to 96%.

Significant Challenges:

- Mobility of students
- Special Education, White and African American populations
- Our academic weak areas were ELA, Math and Science, according to SC Ready ELA, SC Ready Math and SCPASS Science
- A portion of the population present significant behavior challenges

Significant Accomplishments:

- Five National Board-Certified Teachers
- Increased parental participation in volunteerism, monthly parent education programs, and attendance at school-wide events
- Moved from Below Average to Average on the Report Card
- Attendance - Student attendance percentage at Thomas E. Kerns exceeds the district percentage
- Teachers have received grants.

School Profile

Thomas E. Kerns Elementary is a suburban elementary school located on the frontage road of Interstate 85 in Greenville, South Carolina. It is one of 52 elementary schools in The School District of Greenville County. Situated off White Horse Road, the school opened its doors in August of 2006. Two former schools, Greenvview Elementary and Bakers Chapel Elementary, were closed at this time and combined into a new school, which was named Thomas E. Kerns Elementary School. The school was named after former Greenville County School superintendent, Dr. Thomas E. Kerns. Adjacent to the school property is a local high school. The area surrounding the school is comprised of lower to middle class neighborhoods.

Thomas E. Kerns Elementary serves children from 5 year-old-kindergarten through fifth grade. It is also home to two multi-categorical self-contained classrooms. Because a high percentage of our student population qualify for free or reduced lunch our school has universal free meals. According to the 45th day report, Thomas E. Kerns Elementary currently houses 569 students who are divided among 31 homerooms with full time highly qualified teachers. Additionally, the school has a School Counselor, two Instructional Coaches, a Literacy Specialist, a Title One Facilitator, a Social Worker, a Parent Involvement Coordinator, a Mental Health Specialist, and a Behavior Coach. Other staff members include one full time and one part time speech pathologist, one full time and one part time ELL teacher, two resource teachers, four full time interventionists, media specialist, one music teacher, one PE teacher, a computer lab assistant, a Steam lab assistant, and one art teacher. Our facility consists of 42 classrooms, a media center, a computer lab, a music room, art room, a cafeteria, a science lab and a multi-purpose room. In addition, each grade level has a conference room and a storage room. The school has a capacity to serve 800 students.

The school colors are red and white. The mascot is the Wildcat. The school motto is: “CATCH the Wildcat Spirit!” Our students participate in many school-wide activities throughout the year such as Red Ribbon Week, Pennies for Pasta, cold weather clothing drive, pop-tabs for the Ronald McDonald House, a Walk around school, and Field Day.

Our Leadership Team consists of the Principal, Assistant Principal, two Instructional Coaches, Literacy Specialist, and the Title I Facilitator. These staff members observe in the classrooms and provide feedback to support instruction. Our principal, Ronda Simmons, has been an administrator in our school district for 2 years. She obtained a Bachelor of Science Degree in Elementary Education from South Carolina State University and Master in Education and Education Specialist degrees from Cambridge College. She served as a school principal in Orangeburg School District Four prior to coming to Greenville. Our Assistant Principal, Mrs. Lakeshia Rainey, has a B.S. in Elementary Education, M.A. in Counseling and a M.S in Elementary Administration. She has been in the education field for 20 years now. Prior to becoming an Administrator, she taught first and fourth grade in Greenville County. She began her role as Assistant Principal at Thomas E. Kerns in 2015.

Additionally, staff members are chosen to serve on committees that support school operations, school culture and student achievement. These committees meet to plan activities, organize the yearbook and newsletter, assist with A-Team meetings, and promote the use of technology in the classrooms. All staff members are involved in making decisions together for the education of our students. We also have an active student council that is led by two of our teachers. They meet once a month to discuss fundraisers and school projects.

At Thomas E. Kerns Elementary, we believe in the partnership between school and family. Our PTA and SIC meet regularly throughout the year. Our Title I Planning Team meets beginning in December of each year to determine where our strengths and weaknesses lie, and how the Title I money will be dispersed. This team consists of teachers, two Instructional Coaches, the Title I Facilitator, parents, members of the community, a district office representative, and the administrators. As part of our commitment to our students and their families, we provide parent-training workshops throughout the year.

Staff and Student Demographics

2020-2021 Staff Data

Education Level

The varying degrees held by teachers at Thomas E. Kerns Elementary are Bachelor's – 47%, BA +18 – 5%, Masters – 41%, and Master +30 – 7%. All teachers are considered highly qualified.

Gender and Ethnicity

Although our staff is predominately female and Caucasian, we do have a presence of male and African American female role models. The staff by gender is Males – 4.62% and Females – 65.38%.

The staff by ethnicity is African American – 37%, Caucasian – 60%, Latino – 1.5%, and Other – 1.5%.

Staffing and Years of Experience

The staff at Thomas E. Kerns includes: classroom teachers, two instructional coaches, a literacy specialists, a full-time speech pathologist and one part time speech pathologist, 2 full-time special education teachers, two full-time resource teachers, a full-time art teacher, a full-time music teacher, a full-time P.E. teacher, one full-time media specialist, 4 full-time interventionists, one 0.3 challenge teacher, a full-time ELL teacher and a part time ELL teacher, a school counselor, a Title I social worker, a Title I Facilitator, 10 teaching assistants, one

Assistant Principal, and one Principal. Thomas E. Kerns Elementary has five National Board-Certified teachers. These include an art teacher, an instructional coach, a music teacher, a media specialist, and a P.E. teacher. The majority of our teachers have been teaching for less than 10 years. We have 14 teachers with less than 5 years teaching experience.

The following chart indicates the years of experience for each grade level.

Years of Experience

Grade Level	1-4	5-10	11-15	16-20	21-26	27+
K5	1		1			
1	3					
2		1		1		
3	2		2			
4	3	1				
5	2	2				
Other	3	3	3	4	5	2

Additional personnel include the secretary, attendance clerk, part-time office clerk, plant engineer, custodial staff, food service manager, and food service workers. Support personnel available to assist in meeting the needs of Thomas E. Kerns Elementary students include the district psychologist, a Title I social worker, a Human Services Coordinator, a Behavior Coach, a Title I Facilitator, an on-site nurse, two speech pathologists, parent involvement coordinator, and a Title I Instructional Technology Facilitator.

Without class size reduction, our student/teacher ratio is 22:1. Thomas E. Kerns uses State money to reduce class size in first grade and Title I money to fund teacher positions in third, fourth, and fifth grade thus reducing the ratio of students to teachers in these grades. Our overarching student/teacher ratio is 19:1 (569 enrolled students /31 classes).

Student Data

Enrollment

There are currently 567 students enrolled. The enrollment configuration for Thomas E. Kerns Elementary by grade level is as follows:

- Kindergarteners – 59
- First graders – 100
- Second graders – 84
- Third graders – 115
- Fourth graders – 109
- Fifth graders – 100

Attendance

The following chart shows attendance data from the 2019-2020 school year. Kindergarten has the highest number of absences. Fourth grade had the lowest number of absences and the highest number of perfect attendance. Data includes both excused and unexcused absences.

	Number of students with 15 or more absences	Number of students with 10 to 14 absences	Number of students with perfect attendance
Kindergarten	9	14	5
Grade 1	2	12	5
Grade 2	6	6	6
Grade 3	6	14	7
Grade 4		12	11
Grade 5	7	11	6

Gender

In 2017-18, there were 363 males and 294 females. In 2018-19, there were 346 males and 290 females. In 2019-2020, there were 332 males and 273 females. Currently, there are 314 males and 252 females. The trend over the past four years indicates a greater population of males than females.

Ethnicity

In 2017-18, the student population was made up of 54.5% African-American, 15.2% Caucasian, 23.8% Hispanic, and 6.6% Two or More Races. In 2018-19, the student population was made up of 55.9% African-American, 13.2% Caucasian, 24.8% Hispanic, and 5.5% Two or More Races. In 2019-2020, the student population was made up of 56.2% African-American, 9% Caucasian, 28.8% Hispanic, and 5.1% Two or More Races. Currently, the student population is made up of 47.4% African-American, 7.3% Caucasian, 40.4% Hispanic, and 4.9% Two or More Races. The ethnicity percentages have not changed significantly over the past four years in Caucasian and Two or More Races students but African-American has decreased 8.8% and Hispanic has increased 11.6%. This is the second year that Hispanic has increase over 4%.

Lunch Status

All students at Thomas E. Kerns receive universal free meals.

Special Education Students

There are four special education teachers at Thomas E. Kerns Elementary. There are two full time LD resource teachers and two multi-categorical self-contained special education teachers.

Class	LD Primary	LD Intermediate	K5-2 nd Multi Categorical	3 rd – 5 th Multi Categorical
# of Students	5	25	6	7

Major Academic and Behavioral Features/Programs/Initiatives

- **Chromebook** – Our school has a 1-1 Chromebook in all grade levels. The goal is to enhance the way teachers instruct and students learn.

- **Response to Intervention (RTI)** – The goal of RTI is to identify students who need further assistance with reading fluency. Students are taught phonics and comprehension strategies to accelerate their reading ability. We implement RTI in all grades.
- **Fountas and Pinnell** – a model for teaching children in a student-centered classroom. Children read and write independently in a variety of group settings on a daily basis. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading.
- **Coaching the Core** – Grade level teams participated in an intensive coaching cycle focusing on explicit instruction, explaining/justifying thinking, and planning for collecting evidence for specific feedback.
- **IXL/Study Island** – Students have access to online activities through IXL/Study Island to practice grade level content and skills in reading and math.
- **Challenge** – A select group of students attend challenge weekly for rigorous enrichment activities.

Mission, Vision, and Beliefs

Mission Statement

The mission of Thomas E. Kerns Elementary is to develop successful, responsible, and respectful life-long learners.

Vision Statement

Our vision is to encourage a culture of excellence for students, staff, parents, and the community.

Values and Beliefs

- We believe all children can learn.
- We believe every student can achieve success.
- We believe teachers are responsible for providing a high-quality education to all students and encouraging strong collaboration with families.
- We believe education should be developmentally appropriate and differentiated to meet individual needs.

Data Analysis and Needs Assessment

Student Achievement

The following data gives pertinent information as to which areas need to improve in our school. This information gives us indications of our strengths and weaknesses and allows us to gain a clearer understanding of student achievement. By further analyzing the data we can develop strategies to achieve in the areas in which we need improvement.

Impact of COVID-19

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:

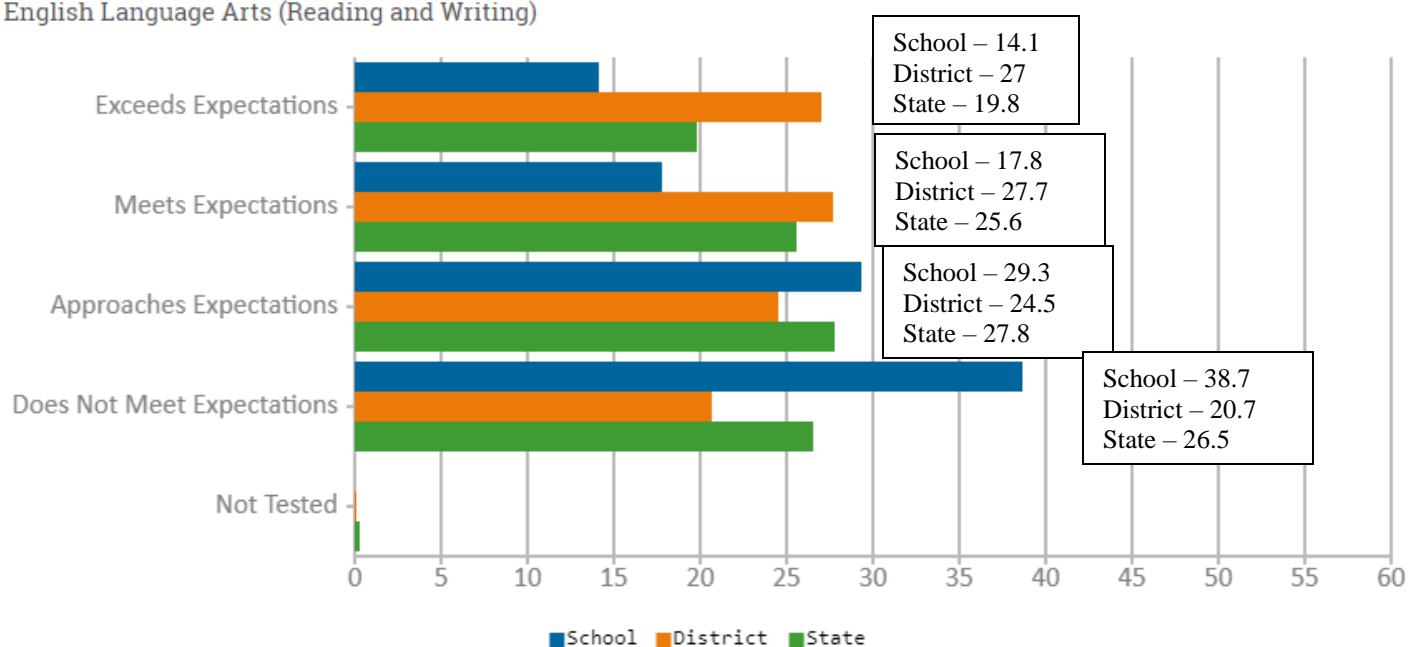
SC READY (English language arts and mathematics in grades 3–8);

SCPASS (science in grades 4 and 6);

Alternate Assessments – some students have already taken the alternate assessments.

SC Ready ELA

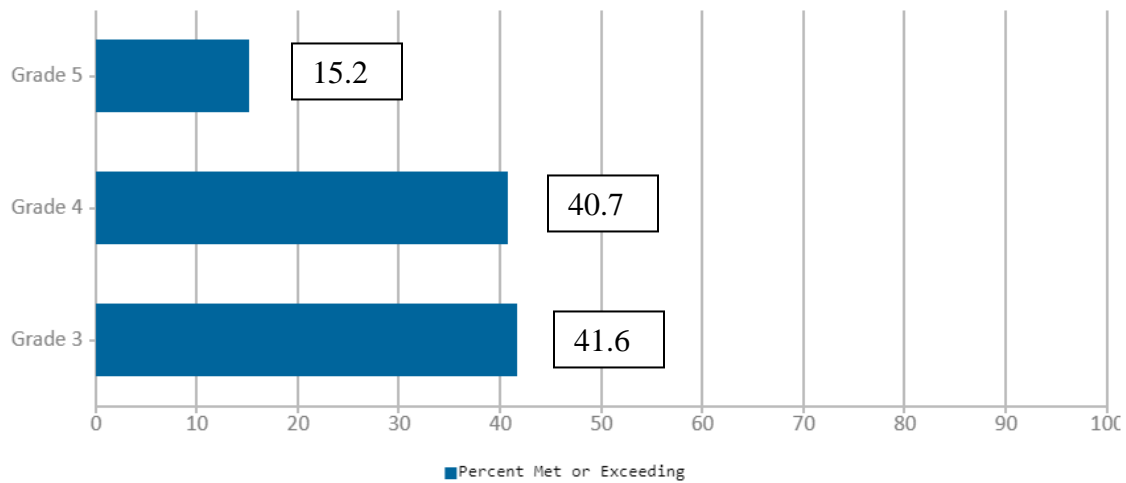
English Language Arts (Reading and Writing)



Note: Results from alternate assessments were included in the calculations where available.

SC READY Performance by Grade Level

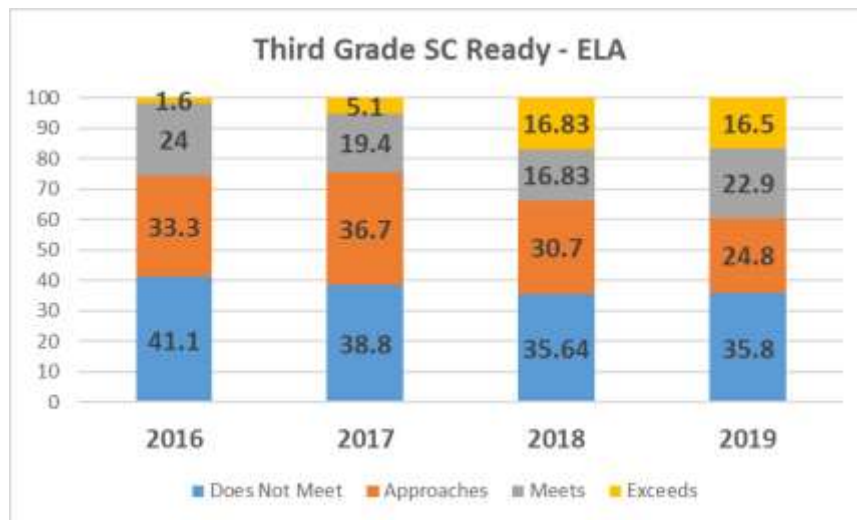
English Language Arts (Reading and Writing)



Note: Results from alternate assessments were included in the calculations where available.

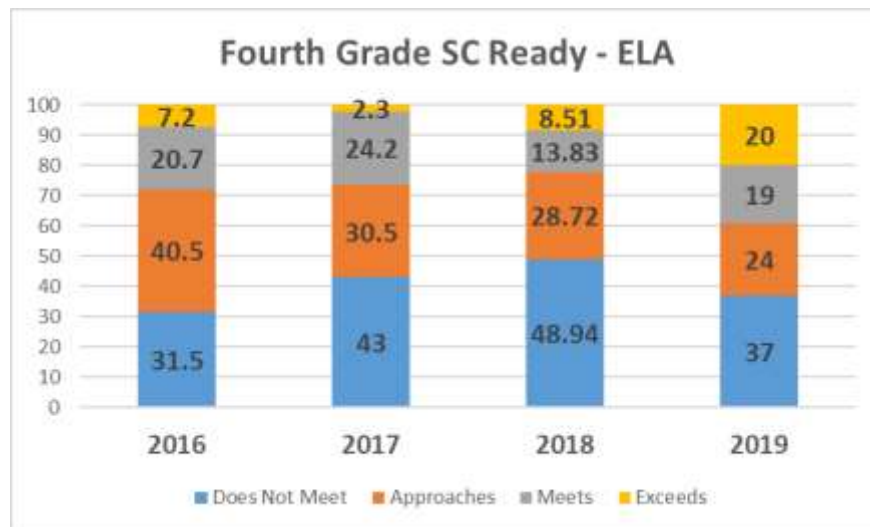
In English Language Arts, Thomas E. Kerns' scores showed that 31.9% meets or exceeds expectations. Third, fourth and fifth grades all had some students who exceeds expectations. Fifth grade had percent met or exceeding 15.2%. Fourth grade had percent met or exceeding 40.7%. Third grade had percent met or exceeding 41.6%.

SC Ready ELA-Third Grade



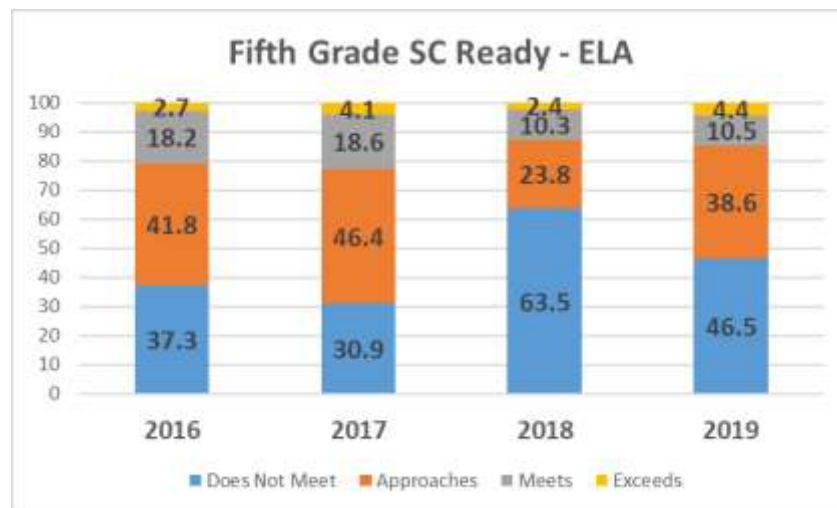
In 2019, third grade increased by 5.7% in the meets and exceeds categories. The approaches category decreased by 6%. Our goal is to continue to move the students, so that most are in meets or exceeds categories.

SC Ready ELA-Fourth Grade



In 2019, fourth grade decreased by 11.9% in the does not meet category and increased by 11.5% in the exceeds category. At Thomas E. Kerns, 39% of fourth grade are in the exceeds and meet categories.

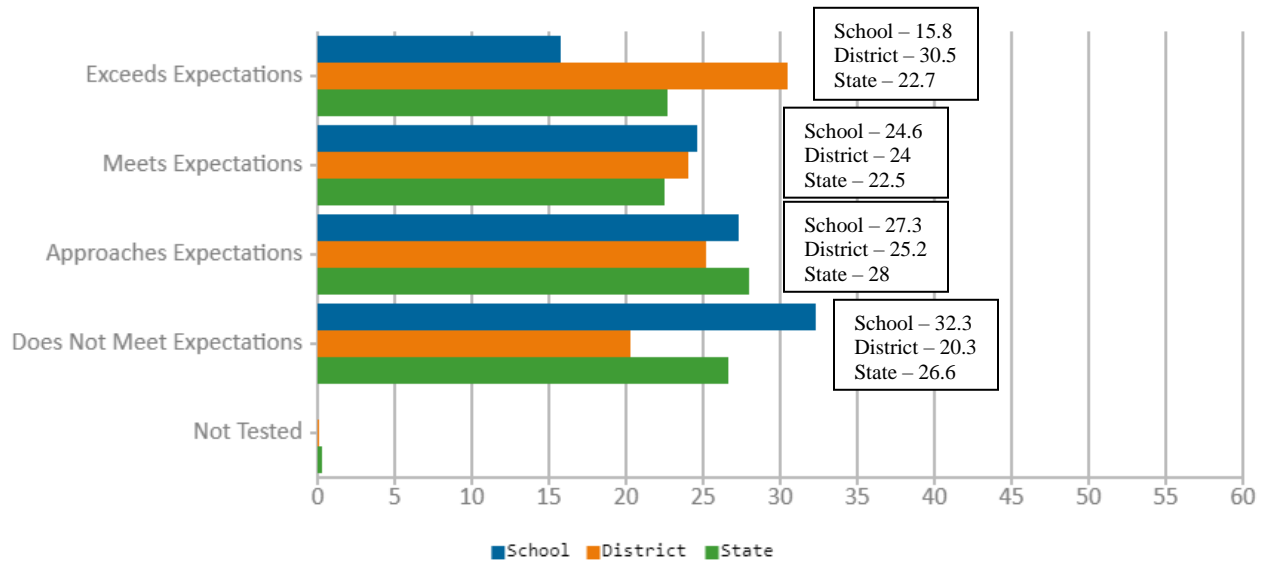
SC Ready ELA-Fifth Grade



In 2019, fifth grade increased by 2.2% in the meets and exceeds categories. A decrease of 17% in the does not meet category was a positive move. Our goal is to increase with positive gains in the meets and exceeds categories.

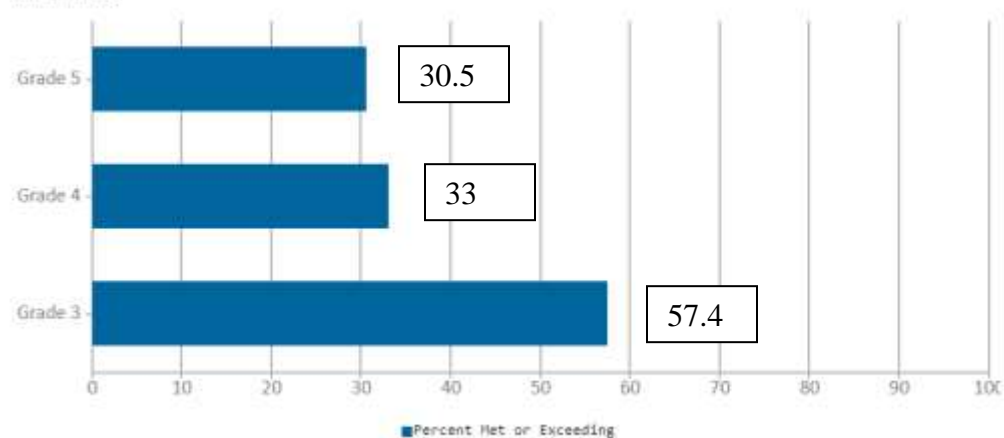
SC Ready Math

Mathematics



Note: Results from alternate assessments were included in the calculations where available.

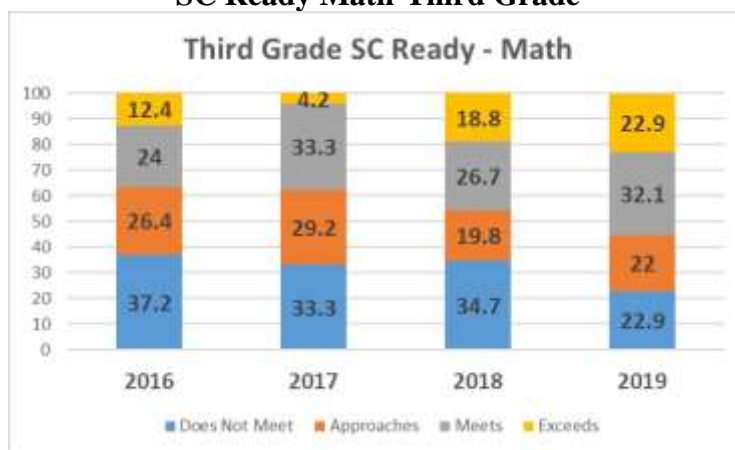
Mathematics



Note: Results from alternate assessments were included in the calculations where available.

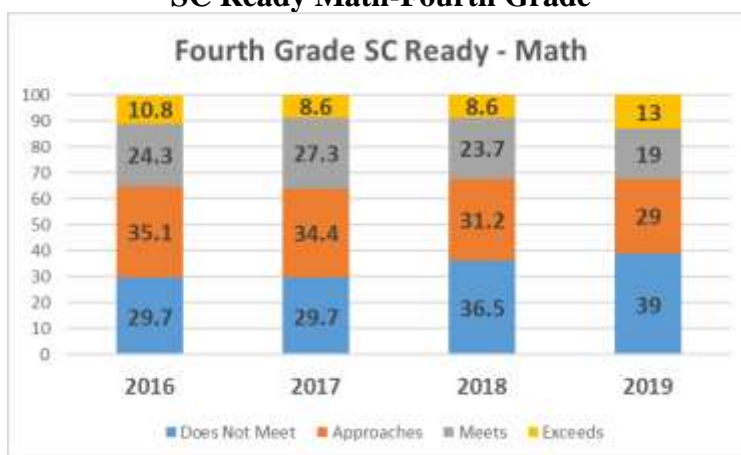
In mathematics, Thomas E. Kerns' scores showed that 40.4% meets or exceeds expectations. Fifth grade had percent met or exceeding 30.5%. Fourth grade had percent met or exceeding 33%. Third grade had percent met or exceeding 57.4%. Third grade strength is mathematics. Our goal is to strengthen fourth and fifth grade.

SC Ready Math-Third Grade



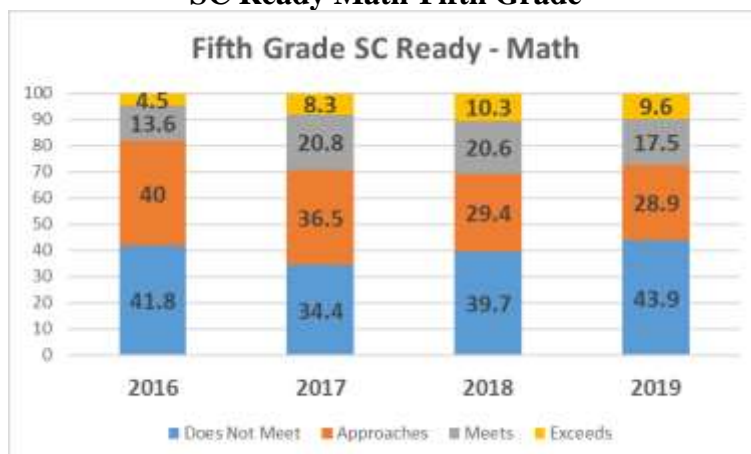
In 2019, the meets and exceeds categories increased by 9.5%. This is the third year that third grade has shown gains in the meets and exceeds categories. This is a trend that we wish to continue. The does not meet category decreased by 11.8%.

SC Ready Math-Fourth Grade



In 2019, the meets category decreased by 2.2% for fourth grade. In the category of exceeds, the percentage increased by 4.4%. As a grade level, there were no major changes.

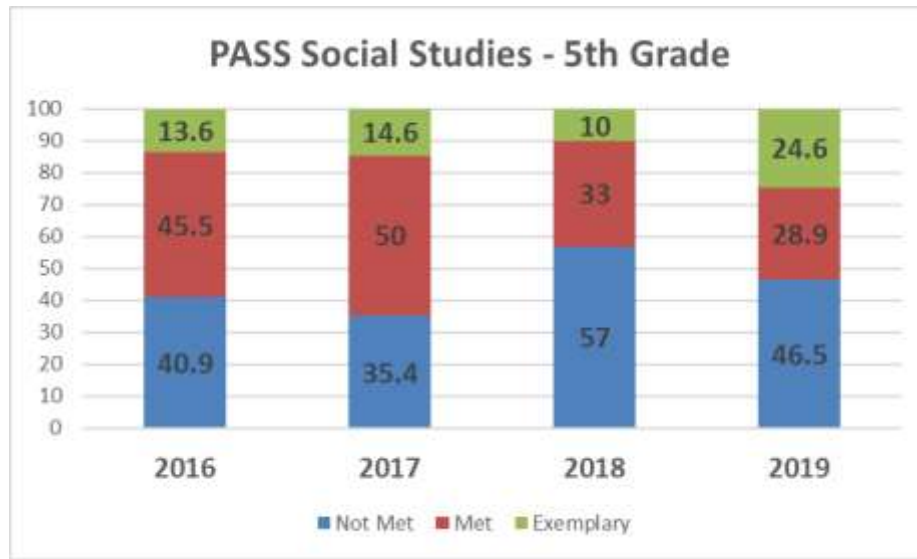
SC Ready Math-Fifth Grade



In 2019, the meets and exceeds categories decreased by 3.8% for fifth grade. At Thomas E. Kerns 72.8% of our fifth graders are in the approaches and does not meet categories.

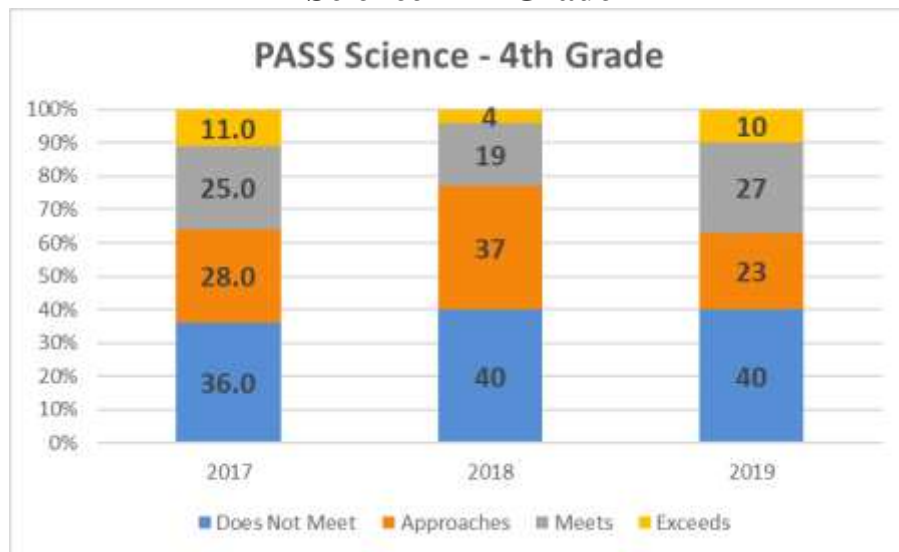
SCPASS

Social Studies– 5th Grade



Fifth grade students scored 53.5% in the met and exemplary categories in 2019 in the area of social studies. This was an increase of 10.5%. Social Studies is the strongest subject for 5th grade.

Science – 4th Grade



In science for 2019, the fourth graders scores in the categories of exceeds and meets increased by 14%. At Thomas E. Kerns, 63% of our fourth graders are in the categories of approaching and does not meet.

Root Causes of Poor Student Achievement

- Teacher Content Knowledge/Depth of Knowledge of Standards
- Best Practices that Engage Students
- Accountability of preparation and delivery of instructional practices
- Trainings on new initiative.
- New teacher support

Staff Next Steps

Our students have not been as successful academically as we believe they can be. Our staff continues to express concern over improving low test scores. Strategies learned in staff development are being implemented to reach each child's unique learning style. Small groups are being formed in and outside the classroom to help improve math and reading skills. Mastery Connect data is used to reteach for mastery. A continued effort is being made to strengthen parents' involvement in their children's learning process. Goal setting by the students themselves to improve test scores is intended to give ownership of achievement to the students.

Our staff believes that improved achievement can result from several approaches, including:

1. Implementing strategies based on data, i.e. Small Group Instruction
2. Follow the Greenville County Schools Instructional Protocol
3. Using Mastery Connect/common assessments/benchmarks to monitor gains in student achievement
4. Making sure all staff are trained to implement the areas of focus
5. Continue to increase classroom libraries with a variety of levels and genres
6. Modeling of instructional strategies
7. Teacher collaboration with other specialty areas
8. Implementing peer-observation opportunities to go in other classrooms
9. Observing other successful schools/programs similar to the make-up of Thomas E. Kerns
10. Unifying teaching strategies through common grade level planning time
11. Implementing vertical grade level planning throughout the year
12. Growing in the implementation of professional learning communities (PLC)
13. Data team meetings
14. Monthly parenting workshop to address academic awareness and tips for support

Our school's next steps in ELA include the following:

- *The continuation of Fountas and Pinnell's model of Balanced Literacy for ELA instruction
- *Unit planning
- *RTI teachers work with at-risk kindergarten through fifth grade students
- *Implement the State Standards according to the district plan over the next few years
- *Continue to utilize technology/license in the teaching process (ex. Promethean Board, Chromebooks, Reading A to Z, IXL, Study Island, Flocabulary, etc.)
- *Use Mastery Connect data to group students according to needs
- *Increase classroom libraries with a variety of levels and genres

Our school's next steps in mathematics include the following:

- *Implement the State Standards according to the district plan
- *Unit planning
- *Increase use of manipulatives to teach math concepts
- *Implement small group instruction to help students gain understanding through guided math

*Continue to utilize technology/license in the teaching process (ex. Promethean Board, Chromebooks, IXL, Study Island, Math Reflex, etc.)

*Use Mastery Connect data to group students according to needs

Our school's next steps in science include the following:

*Make better use of the science kits provided by the district

*Make materials readily available to consistently provide hands-on activities with our students

*Continue to plan field trips which support science standards

*Continue to integrate the arts with science standards

*Use leveled readers that correlate with science and English language arts standards

*Continue to utilize technology in the teaching process (ex. iPad, Promethean Board, Chrome books, etc.)

Our school's next steps in social studies include the following:

*Continue to teach social studies consistently across the curriculum.

*Continue to utilize technology in the teaching process (ex. iPad, Promethean Board, Chrome books, etc.)

*Continue to plan field trips which support social studies standards

*Continue to integrate the arts with social studies standards

*Use leveled readers that correlate with social studies and English language arts standards

Strategies to Increase Student Learning

Teachers at Thomas E. Kerns Elementary School continue in their efforts to stay abreast of the latest methods of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered in the school and district, in addition to attending conferences. We recognize that students learn in different ways. Teachers are expected to use a variety of instructional strategies to address the different learning styles of students. To the degree that time and budgets allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision. At each grade level, teachers are encouraged to work together as a team. These teams strive to ensure that grade level standards are taught according to the district pacing guide. Teachers use data from multiply sources to make instructional decisions.

Student Support Systems

Recognizing that some students need support beyond that available in the classroom, our school has worked with the district to provide a variety of special services.

- We have two resource teachers who work with students with learning disabilities. One full-time and one part-time speech language pathologists also offer students speech services. These teachers work primarily in collaboration with classroom teachers, and sometimes pull out students to work on skills. We also have two multi-grade level teachers. These children are served with full time teachers and full-time assistants.
- When a teacher believes that a student has special needs that require attention, the student is referred to OnTrack. The purpose of the team is to try to match student needs with resources that are available through the school, district, or community.
- We have four full time interventionists, and a literacy specialist who work with kindergarteners through fifth graders.
- ESOL teachers serve our students identified as having English as their second language to help them transition in to the English language. We have one full-time and one part-time ESOL teachers.

Summary of Progress

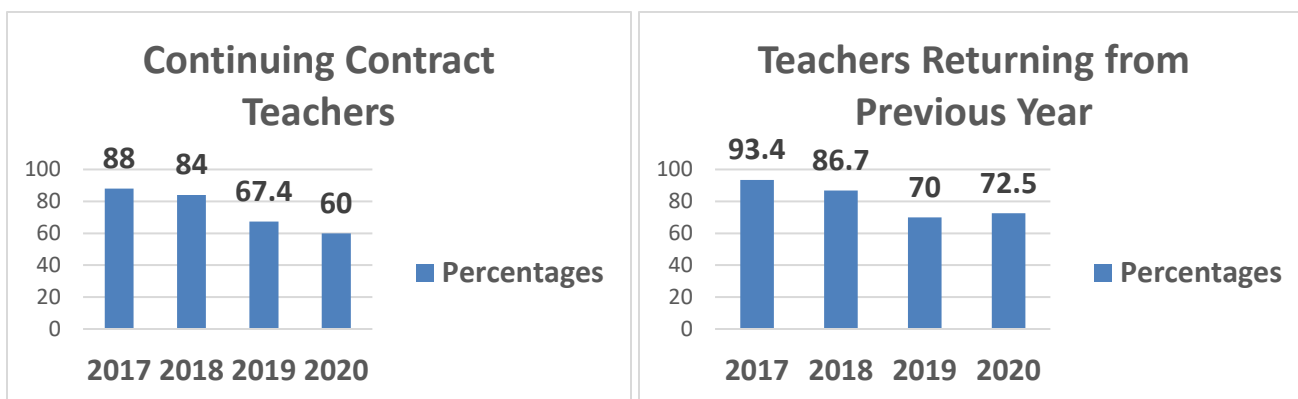
We have a clear path for increasing student achievement laid out before us. We are growing in knowledge of how to implement content and performance standards in our classrooms. Additional support in reading for low-achieving students, broadened hands-on learning in the classrooms, and small groups are continuing to be implemented. Unit planning has been demonstrated and encouraged in ELA and math. We are learning to effectively study our student achievement results along with our school processes.

Teacher and Administrator Quality

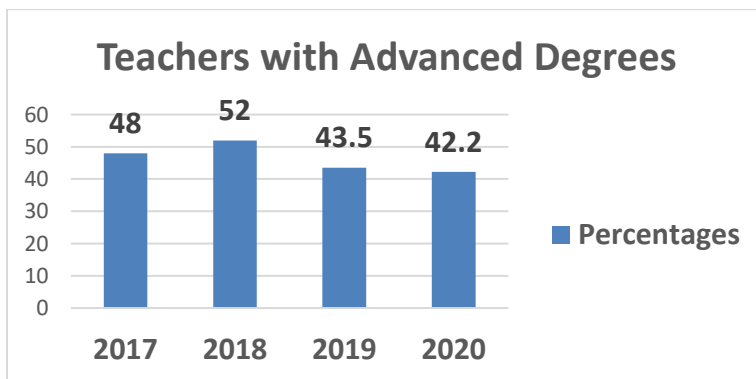
In the spring of 2018, the staff of Thomas E. Kerns Elementary School reiterated its vision to increase student achievement. From that vision, goals, objectives, and strategies were developed in the comprehensive school-wide improvement plan. Implementation of the improvement plan will help to bring an increase in achievement for our students.

Teacher retention

The Continuing Contract Teachers graph below show that Thomas E. Kerns decreased by 7.4%. Thomas E. Kerns had several new teachers who have not obtain continuing contract status. The percentage of Teachers Returning from Previous Year increased by 2.5%



Teachers with advanced degrees



In 2020, we had 42.2% of teachers with advance degrees. This is a decrease of 1.3%. We currently have several staff who are starting a program to work on their advanced degree.

Teacher certification

All teachers work in the field of their certification, and all teachers have been highly qualified since the opening of Thomas E. Kerns in 2006.

Professional development

Thomas E. Kerns 2020-2021 Professional Development Plan

The goal for professional development at Thomas E. Kerns is to support teachers in creating engaging, rigorous lessons that will increase student achievement in all subject areas.

* Weekly PLCs: Alternating Math and ELA grade level data meetings on Fridays through October

* Weekly PLCs: Wednesday - ELA Planning and Data Meetings; Thursday - Math Planning and Data Meetings

	Topic & Audience	Date/Time
August	<ul style="list-style-type: none">Curriculum Updates, Lesson Planet	<ul style="list-style-type: none">Aug 11 @ 9:00am
	<ul style="list-style-type: none">Google Classroom	<ul style="list-style-type: none">Aug 11 (K-2 @10:30am, 3-5 @ 1:05pm)
	<ul style="list-style-type: none">MAP/TE21	<ul style="list-style-type: none">Aug 13 @ 1:05pm
	<ul style="list-style-type: none">Team Meetings	<ul style="list-style-type: none">Aug 14
	<ul style="list-style-type: none">F&P benchmark training	<ul style="list-style-type: none">Aug 25 @ 2:45 (3-5)Aug 26 @ 2:45 (1-2)
	<ul style="list-style-type: none">Creating Standard Based Lessons (K-5th)	<ul style="list-style-type: none">Weekly
September	<ul style="list-style-type: none">MSV (1st)	<ul style="list-style-type: none">Sept 8 @ 2:45pm
	<ul style="list-style-type: none">Seesaw Training (K5-1, Sped)	<ul style="list-style-type: none">Sept 16 @ 2:45pm
	<ul style="list-style-type: none">Project Read	<ul style="list-style-type: none">Sept 11 @ 8:30am
	<ul style="list-style-type: none">Word Study (1st and 2nd)	<ul style="list-style-type: none">Sept 17 @ 2:45pm
	<ul style="list-style-type: none">Data Team Meeting	<ul style="list-style-type: none">Sept 18
	<ul style="list-style-type: none">Unit Planning ELA grade 4	<ul style="list-style-type: none">Sept 23
	<ul style="list-style-type: none">Unit Planning ELA grade 1	<ul style="list-style-type: none">Sept 24
	<ul style="list-style-type: none">Math Planning (assessments, daily planning, checklists; 3rd-5th)	<ul style="list-style-type: none">Sept 23-25

	<ul style="list-style-type: none"> • Project Read 	<ul style="list-style-type: none"> • Sept 25 @ 8:30
	<ul style="list-style-type: none"> • Creating Standard Based Lessons (K-5th) 	<ul style="list-style-type: none"> • Weekly
October	<ul style="list-style-type: none"> • Data Team Meeting 	<ul style="list-style-type: none"> • Oct 2
	<ul style="list-style-type: none"> • Science Planning (4th) 	<ul style="list-style-type: none"> • Oct 2 @ 11:00 am
	<ul style="list-style-type: none"> • Math Planning (assessments, daily planning, checklists; k5-2nd) 	<ul style="list-style-type: none"> • Oct 6-7, 9
	<ul style="list-style-type: none"> • Data Team Meeting 	<ul style="list-style-type: none"> • Oct 9
	<ul style="list-style-type: none"> • Reflex Math Training (all) 	<ul style="list-style-type: none"> • Oct 14
	<ul style="list-style-type: none"> • Project Read 	<ul style="list-style-type: none"> • Oct 16 @ 8:30am
	<ul style="list-style-type: none"> • Writing Rubrics 	<ul style="list-style-type: none"> • Oct (dates and times vary by grade level)
	<ul style="list-style-type: none"> • Project Read 	<ul style="list-style-type: none"> • Oct 23 @ 8:30am
	<ul style="list-style-type: none"> • 4th Grade Science Unit Planning 	<ul style="list-style-type: none"> • Oct 23
	<ul style="list-style-type: none"> • Data Team Meeting 	<ul style="list-style-type: none"> • Oct 30
	<ul style="list-style-type: none"> • Creating Standard Based Lessons (K-5th) 	<ul style="list-style-type: none"> • Weekly
November	<ul style="list-style-type: none"> • Creating Standard Based Lessons (K-5th) 	<ul style="list-style-type: none"> • Weekly
	<ul style="list-style-type: none"> • 3rd Running Records 	<ul style="list-style-type: none"> • Nov 18
December	<ul style="list-style-type: none"> • Creating Standard Based Lessons (K-5th) 	<ul style="list-style-type: none"> • Weekly
	<ul style="list-style-type: none"> • Project Read Training 	<ul style="list-style-type: none"> • Dec 2
	<ul style="list-style-type: none"> • Unit Planning ELA grade 4 	<ul style="list-style-type: none"> • Dec 16, 25
January	<ul style="list-style-type: none"> • Science Planning (4th) 	<ul style="list-style-type: none"> • January 27
	<ul style="list-style-type: none"> • Creating Standard Based Lessons (K-5th) 	<ul style="list-style-type: none"> • Weekly
	<ul style="list-style-type: none"> • Project Read Coaching 	<ul style="list-style-type: none"> • Jan 20

	<ul style="list-style-type: none"> Unit Planning ELA grade 1 	<ul style="list-style-type: none"> Jan 11
February	<ul style="list-style-type: none"> Creating Standard Based Lessons (K-5th) 	<ul style="list-style-type: none"> Weekly
	<ul style="list-style-type: none"> TDA Consensus 	<ul style="list-style-type: none"> 3rd grade: Feb 8 4th grade: Feb 10 5th grade: Feb 2
	<ul style="list-style-type: none"> Project Read Planning with Coach 	<ul style="list-style-type: none"> Feb 9
	<ul style="list-style-type: none"> Unit Planning ELA grade 4 	<ul style="list-style-type: none"> Feb 3
	<ul style="list-style-type: none"> Unit Planning ELA grade 1 	<ul style="list-style-type: none"> Feb 22
	<ul style="list-style-type: none"> Gradual Release Model Math PD 	<ul style="list-style-type: none"> Feb 24
March	<ul style="list-style-type: none"> 3rd Grade Math Gradual Release Video Lesson PD 	<ul style="list-style-type: none"> March 1
	<ul style="list-style-type: none"> Science Planning (4th) 	<ul style="list-style-type: none"> March 3
	<ul style="list-style-type: none"> 5th Grade Math Gradual Release Video Lesson PD 	<ul style="list-style-type: none"> March 4
	<ul style="list-style-type: none"> 4th Grade Math Gradual Release Video Lesson PD 	<ul style="list-style-type: none"> March 5
	<ul style="list-style-type: none"> 2nd Grade Math Gradual Release Video Lesson PD 	<ul style="list-style-type: none"> March 8
	<ul style="list-style-type: none"> Creating Standard Based Lessons (K-5th) 	<ul style="list-style-type: none"> Weekly
	<ul style="list-style-type: none"> Project Read Coaching 	<ul style="list-style-type: none"> March 23
April	<ul style="list-style-type: none"> Testing Training 	<ul style="list-style-type: none"> Date TBD
	<ul style="list-style-type: none"> Creating Standard Based Lessons (K-5th) 	<ul style="list-style-type: none"> Weekly
May	<ul style="list-style-type: none"> Creating Standard Based Lessons (K-5th) 	<ul style="list-style-type: none"> Weekly

Summary of Progress

Thomas E. Kerns Elementary School strives for excellence in all areas, including holding teachers to a high standard. The retention rates reflect the school climate. Our retention rate increased by 2.5% last year.

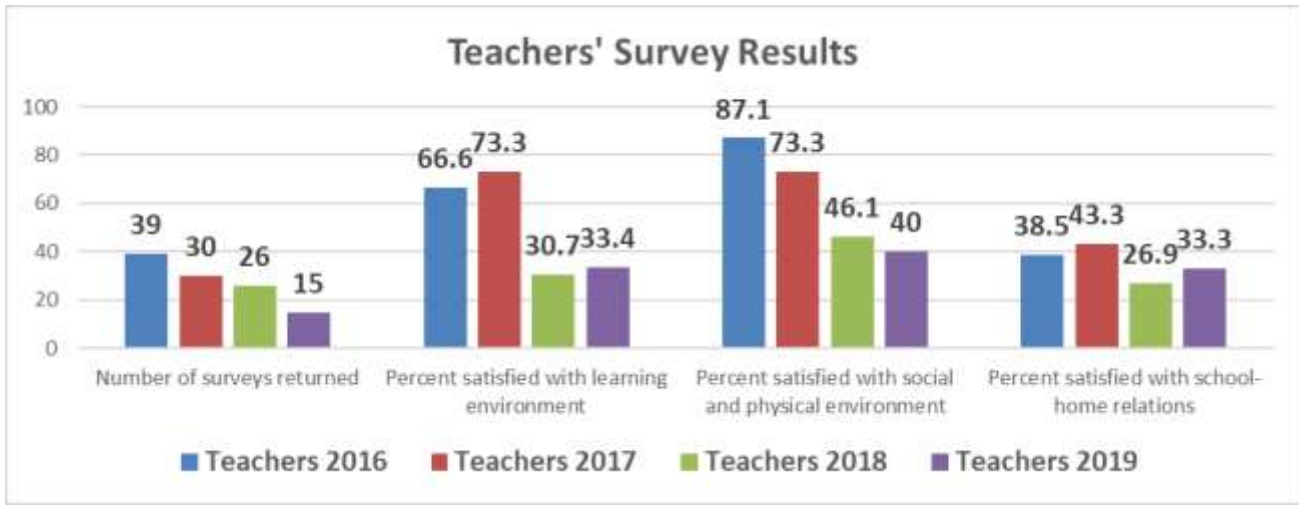
Teachers at Thomas E. Kerns are all highly qualified. Many have advanced degrees and several are in the process of acquiring a higher level of education. To maintain proficiency and skills, all teachers attend professional development during scheduled faculty meetings and attend workshops off contract time.

School Climate

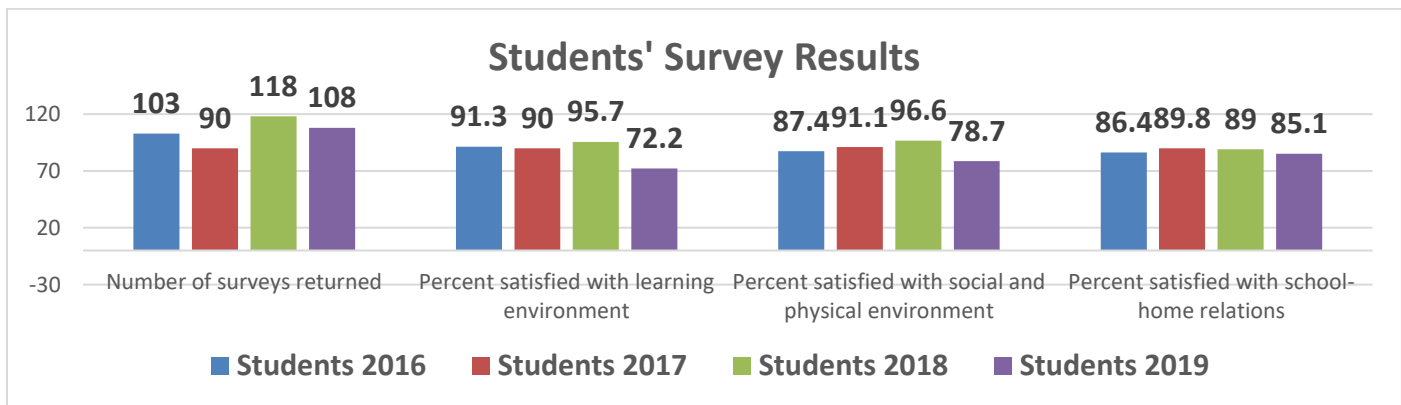
Impact of COVID

2020 data points are not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.

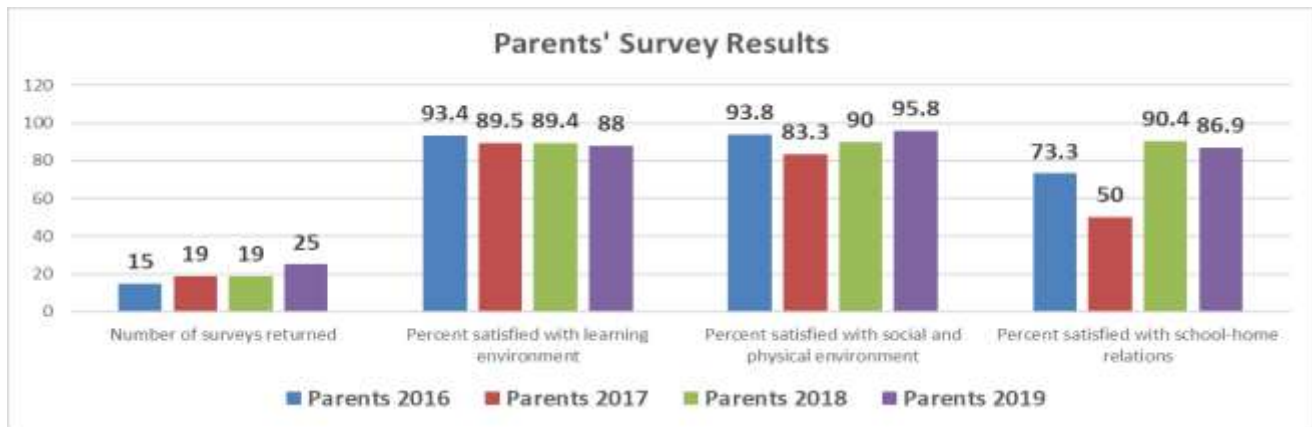
School Report Card Survey Results



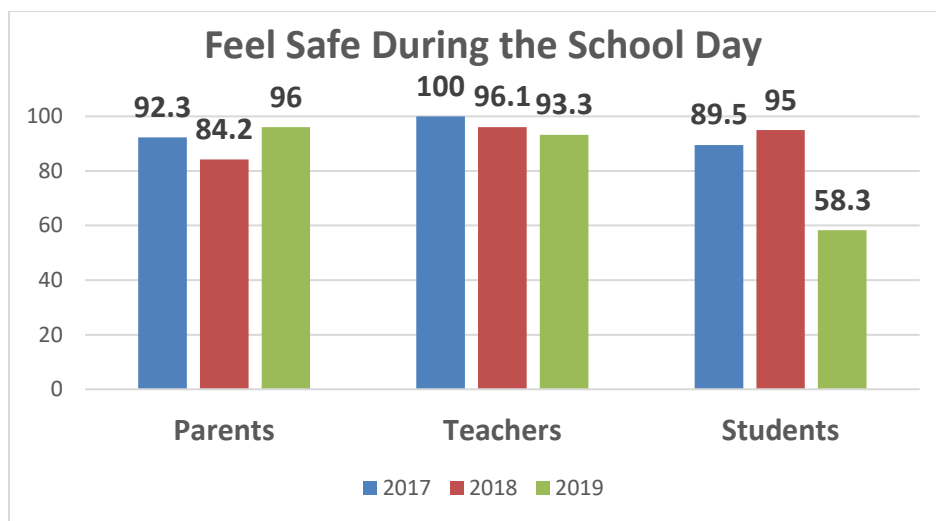
There was a decrease in the number of teachers' surveys returned. Survey results show satisfaction with social and physical environment decreased. Satisfaction with learning environment and school-home relations increased.



The students' survey results decreased in satisfied with learning environment, social and physical environment and school-home relations in the 2019 school year. The biggest change was 23.5% decrease in the learning environment. We had a decrease in the number of students taking the survey.



In 2019, there was a decrease in the areas of satisfied with the learning environment and school-home relations. We did see an increase in satisfaction with the social and physical environment. The number of surveys returned increased.

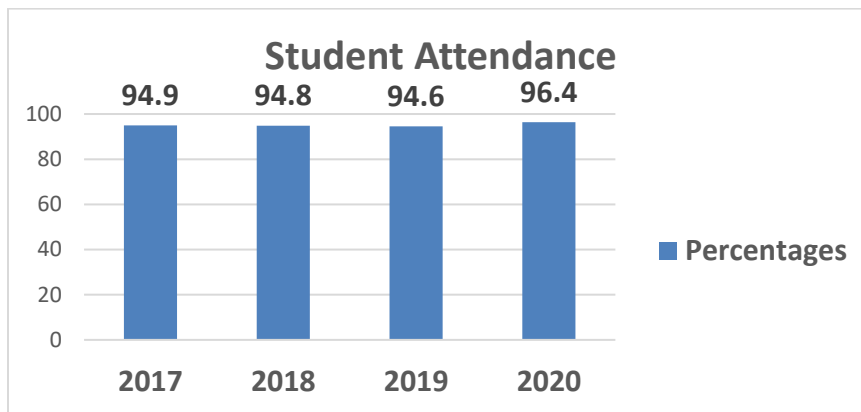


In 2019, teachers dropped their rating to 93.3% who feel safe at school and students dropped their rating to 58.3%. Parents increased their rating to 96%.

AdvancED Culture and Climate Survey Results

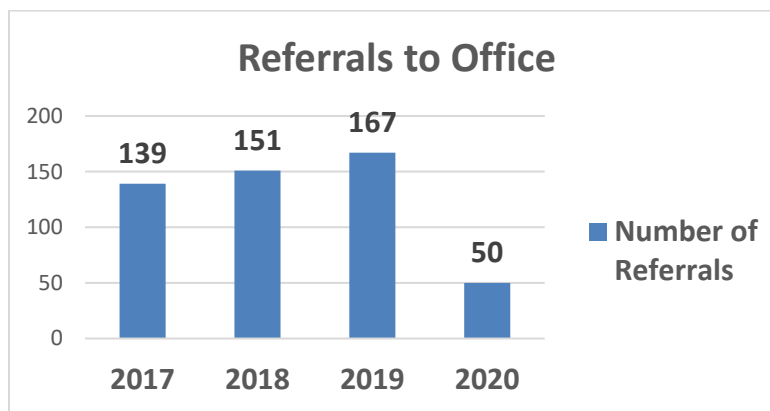
According to the AdvancED Culture and Climate Survey, 85% of students described their teacher as caring. This is below the district rate of 90%. At Thomas E. Kerns, we want to create and sustain an environment that supports mental and social/emotional health, as indicated by the percent of students who, on the AdvanceED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school. We reported the following feelings: 7% afraid, 16% lonely and 13% angry.

Student Attendance



Our student attendance increased 1.8% in 2020. Thomas E. Kerns is above the district objective of 95%.

Discipline Data



For the 2020 school year, our referrals decreased greatly due to being out of school in the spring because of COVID-19 pandemic. Our school usually has more referrals in April/May and this year we were at home in eLearning.

Summary of Progress

We had a decrease in the number of surveys returned by teachers. Survey results show a decrease with the all areas. All areas are below 50%.

We had a decrease in the number of students taking the survey. The students' survey results decreased in satisfied with learning environment, social and physical environment and school-home relations in the 2019 school year. The biggest change was 23.5% decrease in the learning environment.

In 2019, there was a decrease in the areas of satisfied with the learning environment and school-home relations. We did see an increase in satisfaction with the social and physical environment. The number of surveys returned increased.

Our student believe that teachers care but we are not at the district rate of 90%. We have students that feel afraid, lonely and angry while they are at school. Each year we want fewer students to feel these emotions at school.

Our attendance is above the district objective of 95%.

Discipline data shows a decrease in the number of referrals to the office in 2020. Ultimately, the goal of discipline is to create a safe productive learning environment for all those involved.

[Thomas E. Kerns 2020 SDE School Report Card](#)

Thomas E. Kerns Elementary

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 ☐ 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 24.4% in 2016-17 to 39.58% 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 2.53% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	24.4% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 26.93	29.46	31.99	34.52	37.05	39.58
		School Actual Elementary 25.2	32	waiver			
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52	58	waiver			

Thomas E. Kerns Elementary

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core ELA instruction to increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Meet regularly with the Instructional Coaches	2018-2023	Instructional Coach	\$0.00	N/A	Agendas, sign-in sheets
2. Provide professional development with District Elementary ELA specialist	2018-2023	Instructional Coach/District Specialist	\$0.00	N/A	Sign-in sheets
3. Provide an extended day program for grades 2-5	2018-2023	Title I Facilitator	\$15,487	Title I/SIF	Observations
4. Conduct regular Professional Learning Communities	2018-2023	Instructional Coach/Principal	\$0.00	N/A	Meeting Minutes
5. Implement Coaching Cycles	2018-2023	Instructional Coach	\$0.00	N/A	Observations
6. Analyze MasteryConnect Data	2018-2023	Instructional Coach/Principal	\$0.00	N/A	Observations
7. Extended day program for grades 3-5	2019-2020	Title I Facilitator	\$4,290 (2018-2020)	State Technical Assistance Funds	Program Reports
8. Purchase Technology programs (IXL, Study Island, See Saw, RAZ kids)	2018-2023	Title I Facilitator	\$ 10,000.00 (2018) \$21,435 (2019) \$16,435.00 (2020)	State Technical Assistance Funds	Program Reports

Thomas E. Kerns Elementary

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core ELA instruction to increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
9. Fountas & Pinnell Classroom Independent Reading Collection	2019-2023	Title I Facilitator	\$42,600	State Technical Assistance Funds	Lesson plans, reading benchmark
10. Fountas and Pinnell Guided Reading Kits	2019-2023	Title I Facilitator	\$37,385	State Technical Assistance Funds	Lesson plans, running records
11. Fountas and Pinnell IRA Kits for 4 th and 5 th grade	2019-2023	Title I Facilitator	\$6,000	State Technical Assistance Funds	Lesson plans
12. Fountas and Pinnell IRA Kits for K5, 1 st , 2 nd and 3 rd grade	2019-2023	Title I Facilitator	\$13,085	School Improvement Mini Grant	Lesson plans
13. Classroom libraries	2019-2023	Instructional Coach/Teachers	\$40,972 (2018)	School Improvement Mini Grant	Lesson plans
14. Purchase books for classroom libraries	2019-2023	Principal/Instructional Coach	\$15,000 (2019-2020)	State Technical Assistance Funds	Lesson plans
15. Purchase supplies for ELA instruction	2018-2023	Title I Facilitator	\$10,000 (2018-2019) \$5,000 (2020)	State Technical Assistance Funds	Purchase Orders
16. Provide PD off campus	2018-2023	Title I Facilitator	\$10,974.00 (2018-2020)	State Technical Assistance Funds	Agenda, Registrations

Thomas E. Kerns Elementary

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core ELA instruction to increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
17. Extended day program for grades K5-5	2019-2019	Title I Facilitator	\$25,000	State Technical Assistance Funds	Teacher evaluations, MasteryConnect, Fountas and Pinnell benchmark
18. Extended day program for grades 2-5	2020-2021	Title I Facilitator	\$8,225	State Technical Assistance Funds Cares Act	Teacher evaluations, MasteryConnect, Fountas and Pinnell benchmark
19. Project Read	2020-2023	Literacy Specialist	\$0.00	state-funded Project Read® grant	Sign in sheets, observations, lesson plans

Thomas E. Kerns Elementary

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 ☐ 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 34.4% in 2016-17 to 46.28% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1.98% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	34.4% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 36.38	38.36	40.34	42.32	44.3	46.28
		School Actual Elementary 37.5	40.4	waiver			
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	62	64	66	68	69
		District Actual Elementary 60	64	waiver			

Thomas E. Kerns Elementary

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core math instruction to increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Meet regularly with Instructional Coaches	2018-2023	Instructional Coach	\$0.00	N/A	Agendas, sign-in sheets
2. Provide professional development with DreamBox Learning consultant	2018-2023	Title I Facilitator	\$8,500.00 (2018-2020)	Title I/ State Technical Assistance Funds	Sign-in sheets
3. Extended day program for grades 2-5	2018-2023	Title I Facilitator	\$15,487 (2018-2019)	Title I/ State Technical Assistance Funds	Observations
4. Conduct regular Professional Learning Communities	2018-2023	Principal/Instructional Coach	\$0.00	N/A	Meeting Minutes
5. Analyze MasteryConnect Data	2018-2023	Principal/Instructional Coach	\$0.00	N/A	Meeting Minutes
6. Provide an extended day program for grades 3-5 (Morning)	2019-2019	Title I Facilitator	\$4,290.00 (2018-2020)	State Technical Assistance Funds	Teacher evaluations
7. Purchase technology programs (IXL, Study Island, See Saw, Reflex Math)	2018-2023	Title I Facilitator	\$ 10,000.00 (2018) \$22,850.00 (2019) \$20,650.00 (2020)	State Technical Assistance Funds	Usage Reports

Thomas E. Kerns Elementary

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core math instruction to increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
8. Purchase Math in Practice books	2019-2023	Title I Facilitator	\$1,647 (2019)	State Technical Assistance Funds	Lesson plans
9. Meet for Math Unit Planning for K5-5th grades	2019-2020	Instructional Coach	\$0.00	N/A	Lesson plans
10. Implement Coaching the Core Program	2019-2023	Instructional Coach/Academic Specialist	\$0.00	N/A	Observations/Lesson plans
11. Implement Coaching Cycles	2018-2023	Instructional Coach	\$0.00	N/A	Observations
12. Purchase supplies for Math instruction.	2018-2023	Title I Facilitator	\$10,000.00 (2018-2019) \$5,000.00 (2020)	State Technical Assistance Funds	Purchase Orders
12. Extended day program for grades K5-5	2019-2019	Title I Facilitator	\$25,000	State Technical Assistance Funds	Teacher evaluations, MasteryConnect
13. Extended day program for grades 2-5	2020-2021	Title I Facilitator	\$8,225	State Technical Assistance Funds Cares Act	Teacher evaluations, MasteryConnect,

Thomas E. Kerns Elementary

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 ☐ 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 3% annually.

DATA SOURCE(s):		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	26.7	29.7	32.7	35.7	38.7
		School Actual Elementary 23.7	37	waiver			
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60	64	waiver			

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ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Conduct team planning meetings	2018-2023	Principal/ Instructional Coaches	\$0.00	N/A	Meeting Minutes
2. Conduct vertical planning meetings	2018-2023	Principal/ Instructional Coaches	\$0.00	N/A	Meeting Minutes
3. Conduct regular Professional Learning Communities	2018-2023	Principal/ Instructional Coaches	\$0.00	N/A	Meeting Minutes
4. Use leveled readers that correlate with science and English language arts standards	2018-2023	Classroom teacher	\$0.00	N/A	Lesson plans
5. Meet for Unit Planning with academic specialist incorporating science kits	2019-2020	Instructional Coach	\$0.00	N/A	Lesson plans
6. Create a STEAM Lab	2019-2023	STEAM lab manager	\$0.00	N/A	Lesson plans
7. Purchase supplies for Science instruction	2018-2023	Title Facilitator	\$5,000.00 (2020)	State Technical	Purchase Orders

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ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
				Assistance Funds	
8. Unit Planning with academic specialist	2020-2021	Instructional Coach	\$0.00	N/A	Lesson plans

Thomas E. Kerns Elementary

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 ☐ Academic Goal and 1 Additional Goal ☐ 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 standardized tests in English Language Arts and Math (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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	23% Meets Expectations and Exceeds Expectations	School Projected Hispanic 25.61	28.22	30.83	33.44	36.05	38.66
SC READY ELA SC SDE Website		School Actual Hispanic 21	36	waiver			
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34	40	waiver			

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SC READY ELA SC SDE Website	18% Meets Expectations and Exceeds Expectations	School Projected AA 20.89	23.78	26.67	29.56	32.45	35.34
SC READY ELA SC SDE Website		School Actual AA 21	28	waiver			
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25	31	waiver			
SC READY ELA SC SDE Website	3% Meets Expectations and Exceeds Expectations	School Projected SWD 6.72	10.44	14.16	17.88	21.6	25.32
SC READY ELA SC SDE Website	3% Meets Expectations and Exceeds Expectations	School Actual SWD 8%	8%	waiver			
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26

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SC READY ELA SC SDE Website		District Actual SWD 12	21	waiver			
SC READY ELA SC SDE Website	9% Meets Expectations and Exceeds Expectations	School Projected LEP 12.39	15.78	19.17	22.56	25.95	29.34
SC READY ELA SC SDE Website	9% Meets Expectations and Exceeds Expectations	School Actual LEP 15	33	waiver			
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33	44	waiver			
SC READY ELA SC SDE Website	25 % Meets Expectations and Exceeds Expectations	School Projected SIP 28	28	31	34	37	40
SC READY ELA SC SDE Website		School Actual SIP 26	31	waiver			

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SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33	45	waiver			
SC READY Math SC SDE Website	39% Meets Expectations and Exceeds Expectations	School Projected Hispanic 40.72	42.44	44.16	45.88	47.6	49.32
SC READY Math SC SDE Website		School Actual Hispanic 40%	34	waiver			
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42	41	waiver			
SC READY Math SC SDE Website	20% Meets Expectations and Exceeds Expectations	School Projected AA 22.78	25.56	28.34	31.12	33.9	36.68

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SC READY Math SC SDE Website		School Actual AA 31	34	waiver			
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28	30	waiver			
SC READY Math SC SDE Website	7% Meets Expectations and Exceeds Expectations	School Projected SWD 10.5	14	17.5	21	24.5	28
SC READY Math SC SDE Website		School Actual SWD 10	13	waiver			
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16	20	waiver			

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SC READY Math SC SDE Website	28% Meets Expectations and Exceeds Expectations	School Projected LEP 30.33	32.66	34.99	37.32	39.65	41.98
SC READY Math SC SDE Website		School Actual LEP 36	41	waiver			
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42	46	waiver			
SC READY Math SC SDE Website	34 % Meets Expectations and Exceeds Expectations	School Projected SIP 37	40	43	46	49	52
SC READY Math SC SDE Website		School Actual SIP 36	37	waiver			
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected SIP 36	36	39	42	45	48

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SC READY Math SC SDE Website		District Actual SIP 38	43	waiver			
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ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Conduct regular Professional Learning Communities	2018-2023	Principal/Instructional Coach	\$0.00	N/A	Meeting Minutes
2. Meet regularly with Instructional Coaches	2018-2023	Instructional Coach	\$0.00	N/A	Agendas, sign-in sheets
3. Analyze Mastery Connect Data	2018-2023	Principal/Instructional Coach	\$0.00	N/A	Meeting Minutes
4. Provide Professional Development with EL/SPED Specialists	2019-2023	Academic Specialists	\$0.00	N/A	Agendas, Sign In Sheets

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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 ☐ Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	School Projected		Kindergarten through Grade 5 = 58%	Kindergarten through Grade 5 = 61%	Kindergarten through Grade 5 = 64%	Kindergarten through Grade 5 = 67%
	Meets and Exceeds	School Actual	Kindergarten through Grade 5 = 55%	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	School Projected		Kindergarten = 23% Grade 1 = 34%	Kindergarten = 26% Grade 1 = 37%	Kindergarten = 29% Grade 1 = 40%	Kindergarten = 32% Grade 1 = 43%

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	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per	School Actual	Kindergarten = 20% Grade 1 = 31%	Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.			
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	School Projected		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 189 62 nd percentile 5 th grade criteria RIT = 216 66 th percentile	School Actual	Grade 2 – 11.4% Grade 5 – 15%	Grade 2 – 17% Grade 5 – 19%	Grade 2 – 14% 5 th grade data point not available - School Board decision to waive 5 th grade testing due to Act 142 testing requirements.		
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	District Projected		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.			
FastBridge Kindergarten and Grade 1	Norm Reference Measure	District Projected		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40 th percentile) Grade 1 criteria 71 or more accurately read words per	District Actual	5K – 50% Grade 1 – 55%	Data point not available due to state- wide school closures on March 17, 2020 - COVID-19 pandemic.			

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MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	District Projected		Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above	Grade 2 – 38% or above Grade 5 – 34% or above
South Carolina MAP Linking Study – February 2018	2 nd grade criteria RIT = 189 62 nd percentile 5 th grade criteria RIT = 216 66 th percentile	District Actual	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% 5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.		

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement Balanced Literacy with fidelity across all grade levels.	2018-2023	Instructional Coach/Literacy Specialist	\$0.00	N/A	Lesson plans, observations
2. Provide professional development with District Elementary ELA consultant	2018-2023	Instructional Coach/District Consultant	\$0.00	N/A	Sign-in sheets
3. Coach teachers in instructional best practices	2018-2023	Leadership Team	\$0	N/A	Documentation of coaching cycles
4. Implement Coaching the Core Program	2020-2023	Instructional Coach/Literacy Specialist	\$0.00	N/A	Lesson plans, observations

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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 school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Employment report		School Projected			Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity = Maintain Ethnic Diversity = Maintain	Gender Diversity = Maintain Ethnic Diversity = Maintain
GCS Human Resources Department	Baseline established in 2019-2020	School Actual		Gender Diversity = yes Ethnic Diversity = yes	Gender Diversity = yes Ethnic Diversity = yes		
Employment report		District Projected	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	District Actual Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%		

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ACTION PLAN FOR STRATEGY #1: Early identification of diverse candidates.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Participate in Shining Stars	2018-2023	Principal	\$0.00	N/A	Interview List
2. Arrange Interviews	2018-2023	Principal	\$0.00	N/A	Interview List
3. Input from faculty council	2018-2023	Principal	\$0.00	N/A	Meeting Minutes
4. Purchase promotional items to attract candidates	2020-2023	Principal	\$2,174.00 (2020)	State Technical Assistance Funds	Purchase Orders/Pictures

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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 ☐ Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	89.5	School Projected Students ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 95	58.3	waiver			
SC SDE School Report Card Survey	100	School Projected Teachers ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 96.1	80	waiver			

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SC SDE School Report Card Survey	92.3	School Projected Parents ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 84.2	96	<i>waiver</i>			
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	<i>waiver</i>			
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	<i>waiver</i>			
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	<i>waiver</i>			

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ACTION PLAN FOR STRATEGY #1: Enhance lines of communication between the school and stakeholders regarding existing safety measures.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that school-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principal	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at our school	2018-2023	Principal	\$0	NA	Safety stories on web, social media, etc.
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Principal	\$0	NA	Tips received from multiple stakeholder groups
4. Guidance lessons with appropriate materials to address Social Emotional Learning (SEL) needs.	2019-2023	Guidance Counselor	\$0	NA	Lesson plans

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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 / Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0.0	School Projected ≤1.0	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0.0	0.0	0.0			
	(2016-17) 0.7	District Projected ≤1.0	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8	1.5	0.9			

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Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0.0	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		School Actual 0.0	0.0	0.0			
	(2016-17) .04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		District Actual .04	.10	.03			

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ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level III infractions and the criminal and disciplinary consequences					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase awareness of community based resources that families can reach out to for guidance and support.	2018-2023	Guidance Counselor	\$0	NA	Information disseminated and utilized
2. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.	2018-2023	Principal	\$0	NA	Information disseminated through various formats
3. Enhanced access to trained mental health counselor at our school.	2018-2023	Principal	Approx. \$60,000	General Fund	mental health counselor in school
<ul style="list-style-type: none"> Provide Behavior Coach to assist teachers, students and families. 	2018-2023	Principal	Approx. \$60,000	Title I	Behavior Coach in school

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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 school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	90	90	90	90	90
		School Actual 85	85	85	Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.		
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	90	90	90	90	90

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		District Actual 89	90	92	<i>Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.</i>		
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ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase parent involvement	2018-2023	PTA President	\$0.00	N/A	Log of volunteer hours
2. Curriculum Nights	2018-2023	Instructional Coach	\$0.00	N/A	Attendance
3. Poverty Simulation with "Our Eyes Were Opened"	August 13, 2018	Title I Facilitator	\$1,000.00	Title I	Sign-in sheets
4. Book Study (Eric Jensen)	2018-2023	Title I Facilitator	\$400.00	Title I	Sign-in sheets
5. Book Study (Fish! Stephen C. Lundin)	2019-2023	Principal	\$500.00	General	Sign-in sheets

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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: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 94.9	School Projected 95	95	95	95	95	95
180th day Attendance Report		School Actual 94.8	94.6	96.4			
	(2016-17) 95	District Projected	95	95	95	95	95
180th day Attendance Report		District Actual 95	95	96			

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ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	\$0.00	NA	Attendance reports Review of attendance policies
2. Intervention conferences with those who have more than 3 consecutive or 5 unexcused absences.	2018-2023	Title I Social Worker	\$0.00	N/A	Log of intervention conferences
3. On Track monitoring	2018-2023	Principal	\$0.00	District	Meeting log/intervention
4. Purchase incentives for attendance	2018-2023	Title I Facilitator	\$5,000 (2020)	State Technical Assistance Funds	Purchase Orders

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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: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 9 Lonely ≤ 12 Angry ≤ 12	Afraid ≤ 9 Lonely ≤ 12 Angry ≤ 12	Afraid ≤ 8 Lonely ≤ 11 Angry ≤ 11	Afraid ≤ 8 Lonely ≤ 11 Angry ≤ 11	Afraid ≤ 7 Lonely ≤ 10 Angry ≤ 10
		School Actual Afraid – 10 % Lonely – 13% Angry – 13%	Afraid – 7% Lonely – 16% Angry – 13%	Afraid – 7% Lonely – 16% Angry – 13%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5

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		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry - 7%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
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ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Annual training of staff in PBIS strategies	2018-2019	PBIS Leader	\$0.00	N/A	Observations
2. Annual training of students in PBIS expectations	2018-2019	PBIS Leader	\$0.00	N/A	Observations
3. Student recognition	2018-2023	Principal	\$0.00	N/A	Posting of winners
4. Support of a Title I Behavior Coach	2018-2023	Title I Facilitator	\$61,000.00	Title I	Log of intervention/schedule
5. Guidance lessons with appropriate materials to address Social Emotional Learning (SEL) needs.	2019-2023	Guidance Counselor	\$0	NA	Lesson plans