

Robert E. Cashion Elementary School
School

Mrs. Shirley Chapman
Principal

Greenville County School District
School System

Mr. Burke Royster
Superintendent

Action Plan
2013-14 through 2017-18

SCHOOL RENEWAL PLANS

COVER PAGE (Required)

School Name Robert E Cashion Elementary School Telephone 864 355-8000

School Address 1500 Fork Shoals Road
Greenville, SC 29605

District Contact Shirley Chapman Telephone 864 355-8000

E-mail schapman@greenville.k12.sc.us

Assurances

The school renewal plan, or annual update of the school renewal plan, includes components 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.

Required Printed Names and Signatures

Chairperson, Board of Trustees

Charles J. Saylor_____		
Printed Name	Signature	Date

Superintendent

Burke Royster_____		
Printed Name	Signature	Date

Chairperson, School Improvement Council

Nancy Gresham_____		
Printed Name	Signature	Date

School Principal

Shirley Chapman_____		
Printed Name	Signature	Date

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS *(Mandated Component)*

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

Position	Name
1. Principal	<u>Shirley Chapman</u>
2. Teacher	<u>Katie Kerchenin</u>
3. Parent/Guardian	<u>Carey Roth</u>
4. Community Member	<u>Beth McKelvey</u>
5. School Improvement Council	<u>Tracie Raines</u>
6. Others* (May include school board members, administrators School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

TEACHER	Ms. Kelly Allison
TEACHER	Ms. Angela Bagwell
TEACHER	Ms. Sarah Beasley
TEACHER	Ms. Revonda Bradshaw
TEACHER	Ms. Codi Brown
CUSTODIAN	Ms. Barbara Brown
CAFETERIA	Ms. Leanne Burdge
TEACHER	Ms. Monica Caldwell
TEACHER	Ms. Shannon Carver

TEACHER	Ms. Morgan Chapman
CAFETERIA	Ms. Pat Chapman
TEACHING ASSISTANT	Mr. Philip Chapman
PRINCIPAL	Ms. Shirley Chapman
TEACHING ASSISTANT	Ms. Paula Church
TEACHER	Ms. Sally Clark
CAFETERIA	Ms. Freddie Clinkscale
TEACHER	Ms. Kay Cook
CUSTODIAN	Ms. Ramula Dalaten
ATTENDANCE CLERK	Ms. Mary Donaldson
SECRETARY	Ms. Donna Dudley
TEACHER	Ms. Jennifer Faust
TEACHER	Ms. Colleen Finley
ASSISTANT PRINCIPAL	Ms. April Frederiksen
TEACHER	Ms. Ruth Fuller
CLERK	Mrs. Normajean Hagerman
SECRETARY	Ms. Donna Dudley
TEACHING ASSISTANT	Ms. Avie Gainey
TEACHER	Ms. Molly Graves
TEACHING ASSISTANT	Ms. Cheryl Guarino
CUSTODIAN	Ms. Mattie Harris
TEACHER	Ms. Jane Hedges
CAFETERIA	Ms. Luvenia Hill

TEACHER	Mr. Shane Kenney
TEACHER	Ms. Margaret Kerechanin
TEACHER	Mrs. Teresa Knepp
GUIDANCE COUNSELOR	Ms. Ericka Lasenbery
TEACHING ASSISTANT	Mrs. Jennifer Lee
TEACHER	Ms. Anna Leeke
TEACHER	Ms. Heidi Lentz
TEACHER	Ms. Susan Lieberman
TEACHER	Ms. Pam Lowe
SPEECH PATHOLOGIST	Ms. Alison Maloy
CUSTODIAN	Ms. Patricia Marquez
TEACHER	Ms. Chris Martin
TEACHER	Ms. Erica McCall
TEACHER	Ms. Mary McCall
CAFETERIA	Ms. Beverly Meyers
MENTAL HEALTH COUNSELOR	Ms. Stephanie Milner
MEDIA SPECIALIST	Mrs. Martha Morgan
CUSTODIAN	Mr. Luis Muniz
TEACHER	Mrs. Jennifer Murphy
SPEECH PATHOLOGIST	Ms Anne Ouimette
TEACHING ASSISTANT	Ms. Beth Owens
TEACHER	Ms. Shelley Peak
TEACHER	Ms. Donna Peden

CAFETERIA	Ms. Betty Powers
TEACHER	Dr. Beth Reynolds
TEACHER	Ms. Karen Richardson
PLANT ENGINEER	Ms. Tracy Riner
TEACHER	Ms. Melissa Riznyk
TEACHING ASSISTANT	Mrs. Amanda Siau
TEACHER	Ms. Ellen Sisk
NURSE	Ms. Julie Smith
CAFETERIA	Ms. Linda Sullivans.
TEACHING ASSISTANT	Mrs. Donna Tafta
CAFETERIA	Ms. Faye Talley
TEACHING ASSISTANT	Ms. Erin Taylor
TEACHER	Ms.Tracey Thackston
TEACHER	Ms. Nikki Tucker
TEACHER	Ms. Becky Waldrep
TEACHER	Ms. Laurie Walker
TEACHING ASSISTANT	Ms. Harriet Way
TEACHER	Ms. Dana Wham
TEACHER	Ms. Caroline Williams
TEACHER	Ms. Mandie Wilmott
Instructional Coach	Ms. Kathy Woodward
PARENT	Ms. Amy Buckmaster
PARENT	Ms. Tarcia Raines

PARENT

Ms. Angela Mason

PARENT

Ms. Felicia Sartor

PARENT

Mr. Mike Guarino

PARENT

Mr. Glenn Hines

- * REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.**

ASSURANCES FOR SCHOOL RENEWAL PLANS (Mandated Component)

Act 135 Assurances

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



Academic Assistance, Pre K–3

The school makes special efforts to assist children in Pre K–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 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.



Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk" children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): 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.



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 Pre K-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.



Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district wide/school wide coordinated effort among all programs and funding. Act 135 initiatives are

coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Signature of Superintendent

Date

Signature of Principal

Date

Table of Contents

SDE Cover Page	1
SDE Stakeholder Involvement	2-6
SDE Assurances	6-8
Table of Contents	8
Introduction	9
Executive Summary	9-13
School Profile	14-23
Mission, Vision, and Belief	24
Data Analysis and Needs Assessment	25-33
Professional Development	34-35
Action Plan	36-79
School Report Card	80

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

School Profile

Robert E. Cashion is a kindergarten through grade five public school built in 2003 that currently houses 712 students (12/11/13) and 56 full-time instructional staff members and paraprofessionals. The facilities at Robert E. Cashion consist of 44 regular classrooms, a cafeteria/auditorium, gymnasium, media center, science lab, a laptop lab, and computer lab. It is one of 49 elementary schools in the Greenville County School District. Robert E. Cashion is located in Greenville, South Carolina.

There are also three self-contained special education classes. The school houses a mildly mentally disabled primary class, a learning disabled and an emotionally disabled intermediate classes. 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.

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.

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.

Performance Goals

- Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 71.1% in 2012 to 81.1% in 2018.
- Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 75.5% in 2012 to 83.0% in 2018.
- By grade band (elementary), meet the required annual measurable objectives (AMOs) in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).
- By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the Palmetto Assessment of State Standards (PASS).
- Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 67.1% in 2012 to 77.1% in 2018.
- Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 73.8% in 2012 to 83.8% in 2018.
- Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.
- Achieve an annual student attendance rate of 95%
- All teachers will participate in ongoing professional development for common core and Fountas and Pinnell, and maintain “highly qualified” status.
- Maintain the percent of parents who are satisfied with the learning environment at 95.8% or higher from 2013 through 2018.

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 a significant challenge.

- Although by 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

- Recipient of three safety grant awards
- Red Carpet Award Winner
- Winner of the Silver Web Award from The School District of Greenville County
- Recipient of the School to Work Grant
- Three National Board Certified staff members
- Staff member with a doctorate in education leadership
- Staff member who twice received *Who's Who Among American Teachers*
- Staff member who is a part-time instructor for Phoenix University
- 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, drama club, math club, art club and book clubs
- Staff member who was named SC Rookie Teacher of the Year
- 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
- Teacher won the *Betty D. Whitt Ag in the Classroom* Award
- Recipient of the 3M STEM Grant
- Palmetto Silver Award for Closing the Gap
- Energy Star Rated Facility Award

School Profile

Robert E. Cashion Elementary

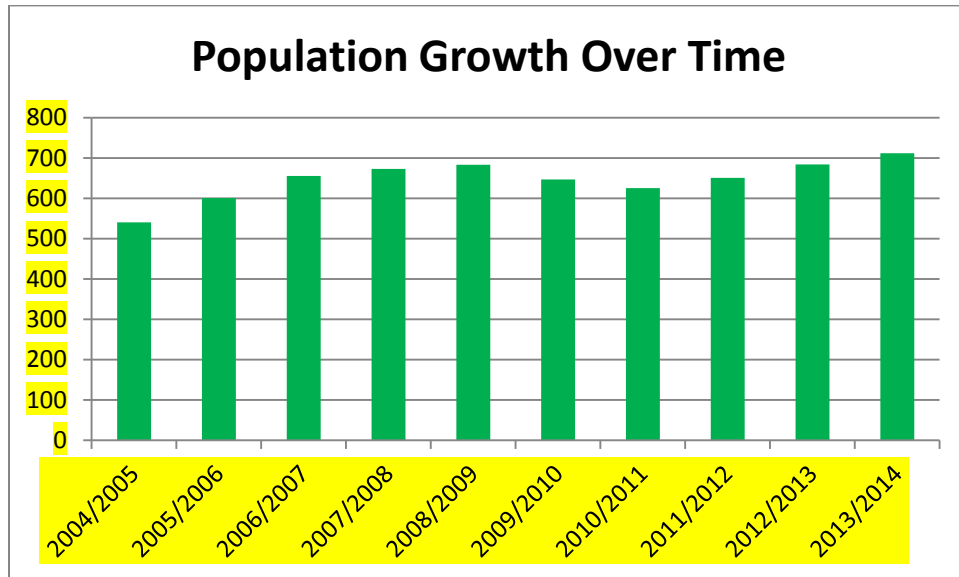
Demographics of the Robert E. Cashion Community

Robert E. Cashion is a kindergarten through grade five public school built in 2003 that currently houses 712 (12/11/13) students and 56 full-time instructional staff members and paraprofessionals. The facilities at Robert E. Cashion consist of 44 classrooms, a cafeteria/auditorium, gymnasium, media center, science lab, a laptop lab, and computer lab.

Robert E. Cashion Elementary School 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.

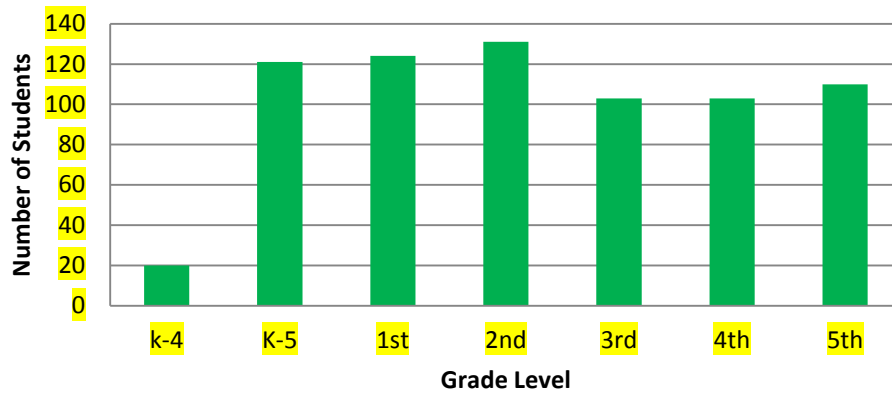
A diverse population exists within our school which includes the following student breakdown: 332 African Americans, 8 Asians, 88 Hispanics, 244 Whites, 1 American Indian, and 39 students of two or more races. There are 370 females and 342 males with a total student population of 712 students. Sixty-six percent of our students qualify for free or reduced meals. The remaining population falls into the low to middle socioeconomic categories. Until the recent economic slowdown, our geographic area was experiencing population growth with several new subdivisions under construction in the attendance zone resulting in an average annual population growth of approximately 20 students. However, our population had several foreclosures in our attendance neighborhoods resulting in a decrease in our student population. Currently some of the foreclosed properties have been sold, which accounts for the current increase in population.

Robert E. Cashion has several 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 student

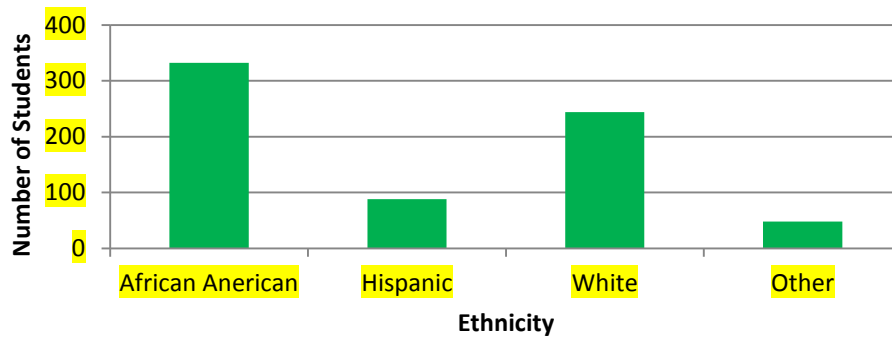


School Year	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
PK	19	19	18	20	20	20	20	20
5K	96	100	98	112	92	131	117	121
1st	113	113	117	114	106	96	139	124
2nd	103	114	110	99	118	97	103	131
3rd	121	105	115	107	89	115	102	103
4th	106	122	100	102	99	89	109	103
5th	99	101	125	93	101	103	94	110

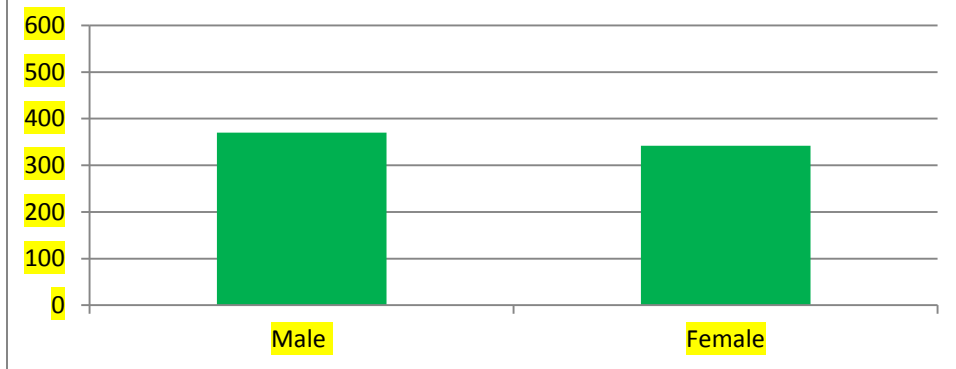
Student Enrollment by Grade Level 2013-2014



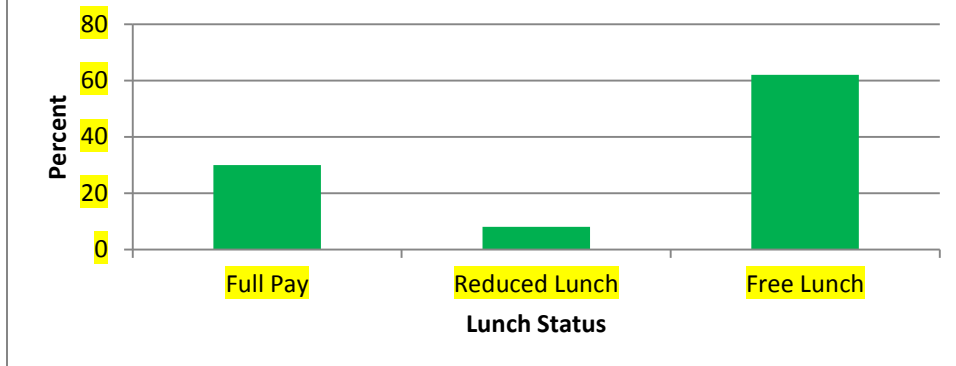
Ethnic Distribution Robert E Cashion Elementary 2013-2014



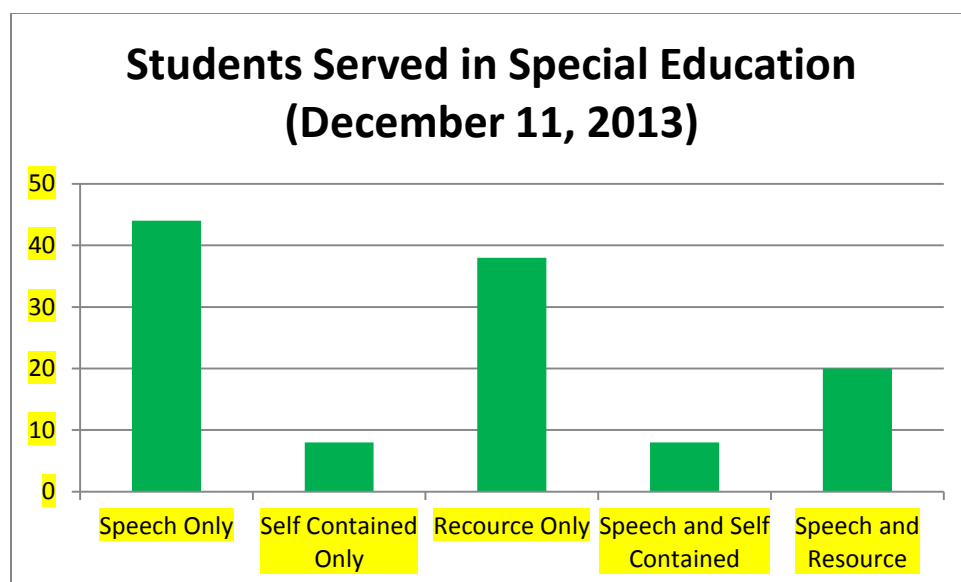
Gender Distribution Robert E Cashion Elementary 2013-2014



Free and Reduced Lunch Robert E. Cashion Elementary (December 11, 2013)



There are two self-contained special education classes. The school houses a mildly mentally disabled primary class, and an emotionally disabled intermediate class. 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.



School Personnel Data

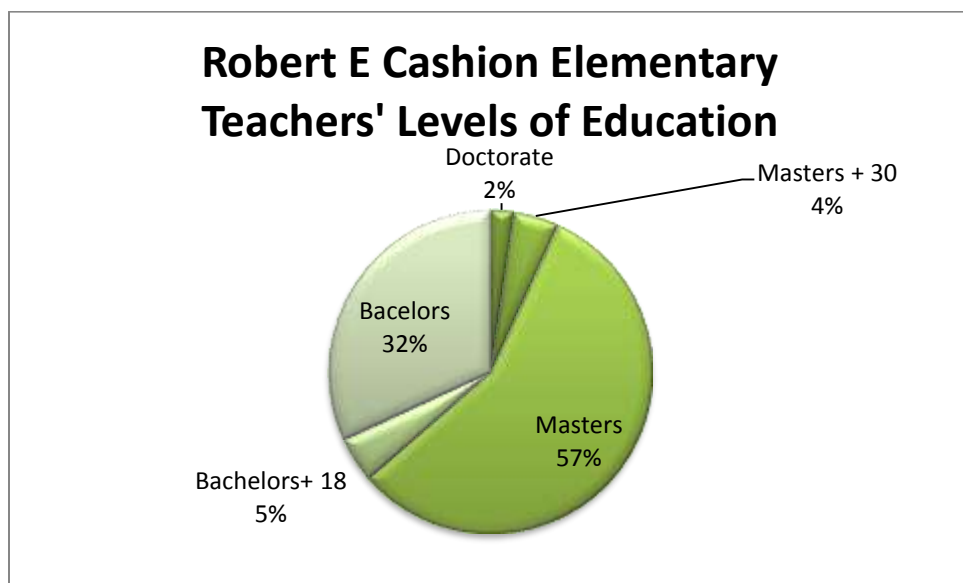
The staff includes the principal, assistant principal, 31 regular classroom teachers, a full time reading interventionist, 4 special education teachers, an instructional coach, a guidance counselor, 2 speech/language therapists, a media specialist, an art teacher, a music teacher, a physical education teacher, and 11 paraprofessionals that are considered home based at Robert E. Cashion. We also share three related arts teachers, an ESOL teacher, and the Challenge teacher with other schools. On an average, the teachers have been teaching for 10 years. There are three first year teacher. The number of years the teachers have taught is shown below by grade level:

Teachers – Years of Experience (Home Based at REC)

Grade	0-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	21-25 YEARS	26-30 YEARS	30+ YEARS
PK	0	1	0	0	0	0	0
5K	1	1	1	0	1	1	0
1st	2	1	2	2	0	0	0
2nd	1	0	2	1	1	1	0
3rd	1	3	0	0	0	0	0

4th	0	3	0	0	0	1	0
5th	2	1	0	1	0	0	0
OTHER	0	4	3	2	1	1	2
TOTAL	7	14	8	6	3	4	2

Many of our teachers have advanced degrees as shown in the levels of education graph. We also have four teachers with National Board Certification.



Additional personnel include the nurse, the plant engineer, 5 custodians, and 6 food service workers. Several bus drivers serve the school.

Other support personnel available to assist in meeting the needs of Robert E. Cashion Elementary students include a Greenville Mental Health counselor, the district psychologist, and a social worker. The student/teacher ratio is 24 to 1.

Leadership

Principal- Shirley S. Chapman



Mrs. Chapman is a native South Carolinian, having spent the majority of her life in Greenville. She graduated with a bachelor's degree in Biology, and a master's degree in Administration and Supervision from Clemson University. She began her teaching career at Berea High School during the volunteer integration era. She subsequently taught at two middle schools- Lakeview and Monaview. Mrs. Chapman later served in the capacity of assistant principal at Hillcrest Middle, Greenville Middle and Buena Vista Elementary Schools. In 1988, she was appointed principal of Simpsonville Elementary School where she enjoyed eleven year tenure. In 1999, she was named principal at Hughes Academy where she remained for five years. In May 2004, she was appointed principal of Robert E. Cashion Elementary School.

During the span of Mrs. Chapman's long career in public education, she has made contributions on the local, state, and national levels. She has served as chairperson and committee member on numerous district level committees, including Principal Leader for elementary school principals. On the state level, she has served as Vice President, President Elect, and President of the Elementary Division of the South Carolina Association of School Administrators. Additionally, she was appointed to the Governor's Workforce Education Task Force, the South Carolina Education Oversight Committee's Professional Development Advisory Committee, and the State Department of Education's Teacher Advancement Study Committee, as well as others. On the national level, she has served on the Nominating Committee for the National Association of Elementary School Principals (NAESP), as a NAESP State Leader, and as a State Representative to the NAESP Convention.

Mrs. Chapman 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. Her philosophy has been summarized in the slogan "POSITIVE ATTITUDE + TEAMWORK = SUCCESS" in every school in which she has been associated. She 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, she is dedicated to her husband, two adult children, and three precious grandchildren, Cameron, Christian, and Shirlynn. She enjoys reading, painting, solving crossword puzzles, and traveling.

Assistant Principal – April Frederiksen



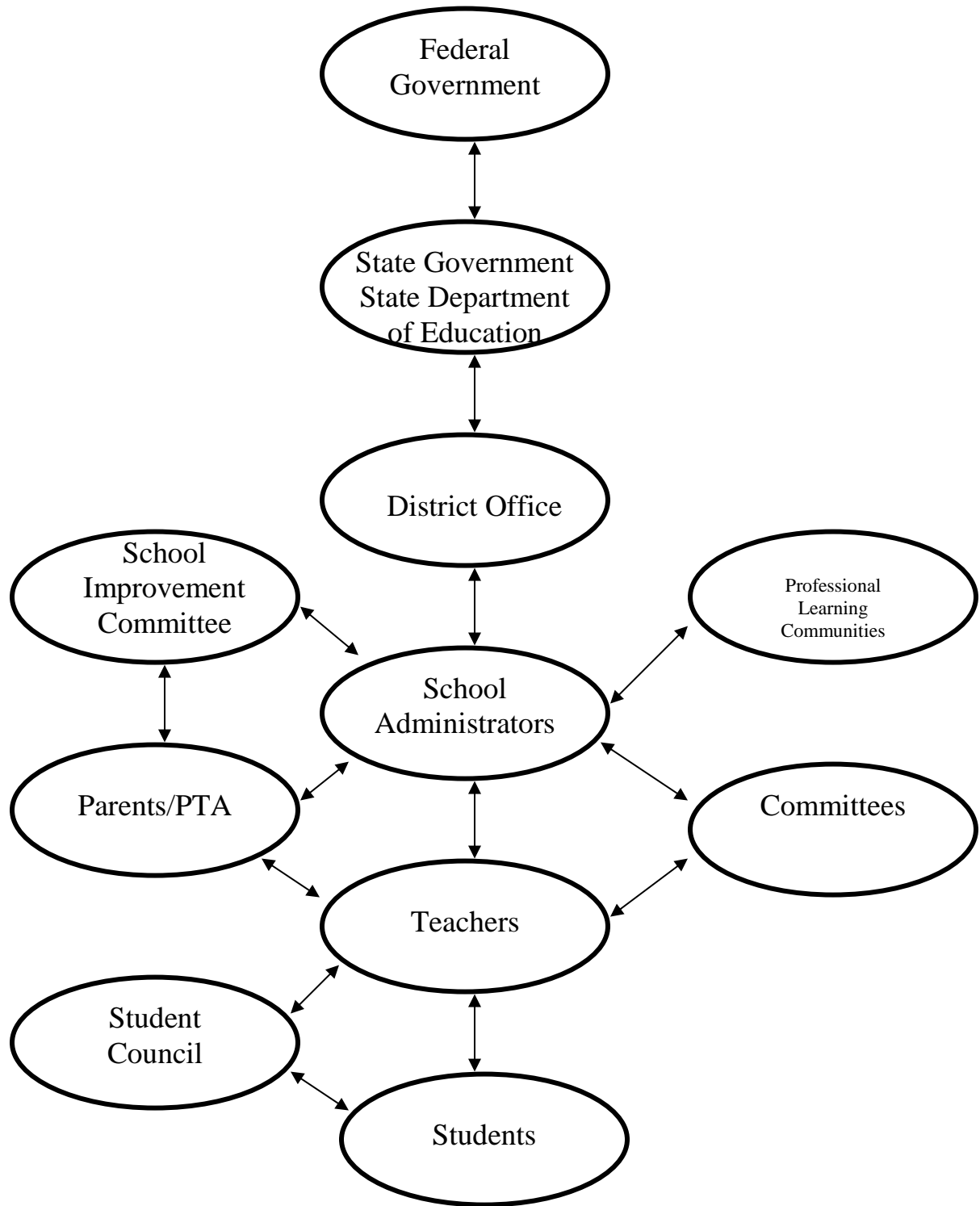
Robert E. Cashion's Assistant Principal is Mrs. April Frederiksen. Mrs. Frederiksen is a product of Greenville County Schools. She is married and is a proud mother of four children. She received her Bachelor of Arts degree in Elementary Education from Clemson University and a Master of Arts Degree in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

This is Mrs. Frederiksen's second 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.

Administrative Structure
Decision-Making Structure



Parental Involvement

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.

Committee Structures

In addition to the committees formed as part of the School Portfolio, there are many committees and leadership structures in place at Robert E. Cashion Elementary. The Assistance Team plans appropriate interventions for students who are experiencing difficulties in the classroom. RTI provides early intervention for reading and both math and reading issues are addressed through our use of Compass Learning. Positive behavior throughout the school is encouraged by Early Act First Knight Program and sponsors, while our Professional Learning Communities plan, execute, and monitor academic events. Faculty Council meets to address any concerns or items of interest for the school. The School Improvement Council provides a valuable link between school and community. The Sunshine Committee provides support and recognition to staff members at special times such as the passing of loved ones and the births of children. Various short-term ad hoc committees are formed to deal with issues as they arise.

Partnerships

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 the SEEDS Program, 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, Eastminster Presbyterian Church, Publix, Augusta Road Church of Christ, Reedy Fork Greenville church, Zaxby's, Wendy's, Ingles, Papa John's, Blooms, and Christ Church.

Robert E. Cashion also benefits from having mentors from Donaldson Career Center work with our students. We also have local high school Beta Club volunteers that volunteer as mentors and helpers throughout the school...

Our Purpose:

The purpose of Robert E. Cashion Elementary School is to provide students the best opportunity to learn the academic and social skills necessary to become competent, responsible, and dependable citizens.

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 Values & Beliefs:

We Believe...

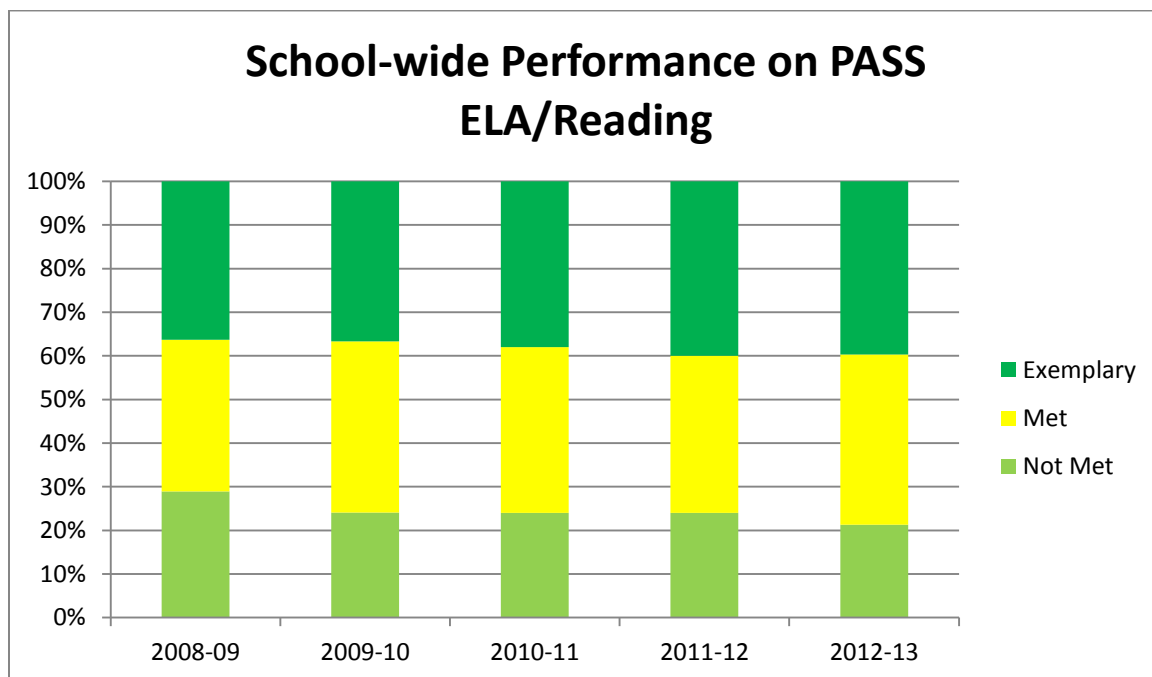
- All students can learn.
- Learning is a priority.
- Curriculum and instruction must be standards driven, uniform within each grade level, and articulated across grade levels.
- Teachers and students should hold high expectations of the teaching and learning process. Mastery level teaching and learning are the desired outcomes of this process.
- Children must be prepared to take their place in a changing world using technology and all available tools to become a functioning member 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 solicits 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.
- Teachers should be given flexibility with instructional methods as they evaluate and incorporate new ideas.

- 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.

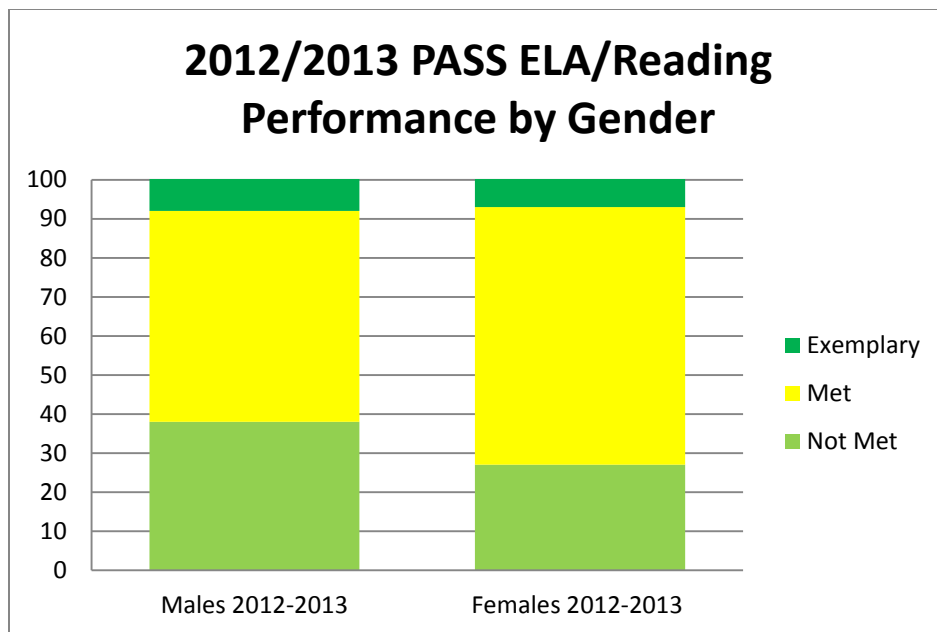
Student Achievement Needs Assessment

- 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: Pat Cunningham's *Four Blocks Model*, *Fountas and Pinnell Guided Reading*, RTI Early Intervention Program, and *Every Day Counts Calendar Math*.

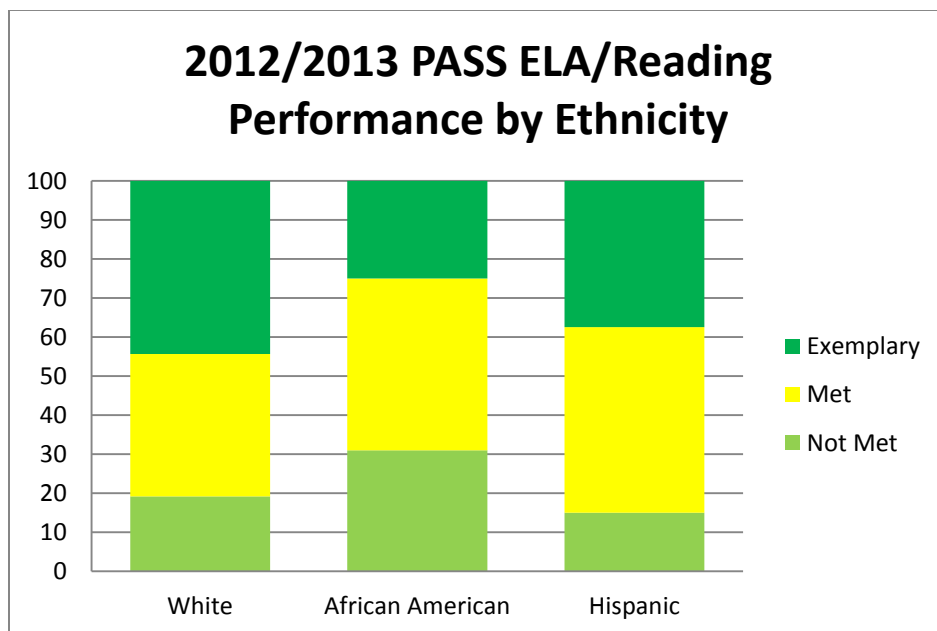
Student Achievement



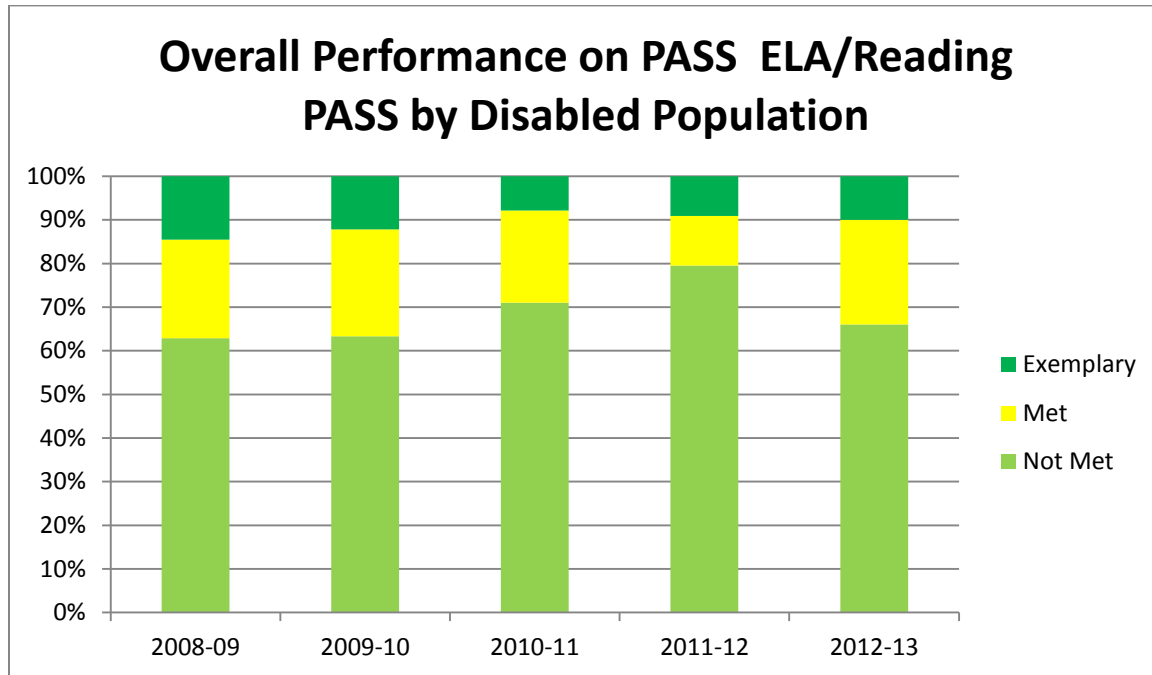
Performance has remained consistent over the past four years with a slight decrease in the not met category and a slight increase in the exemplary category in the past two years.



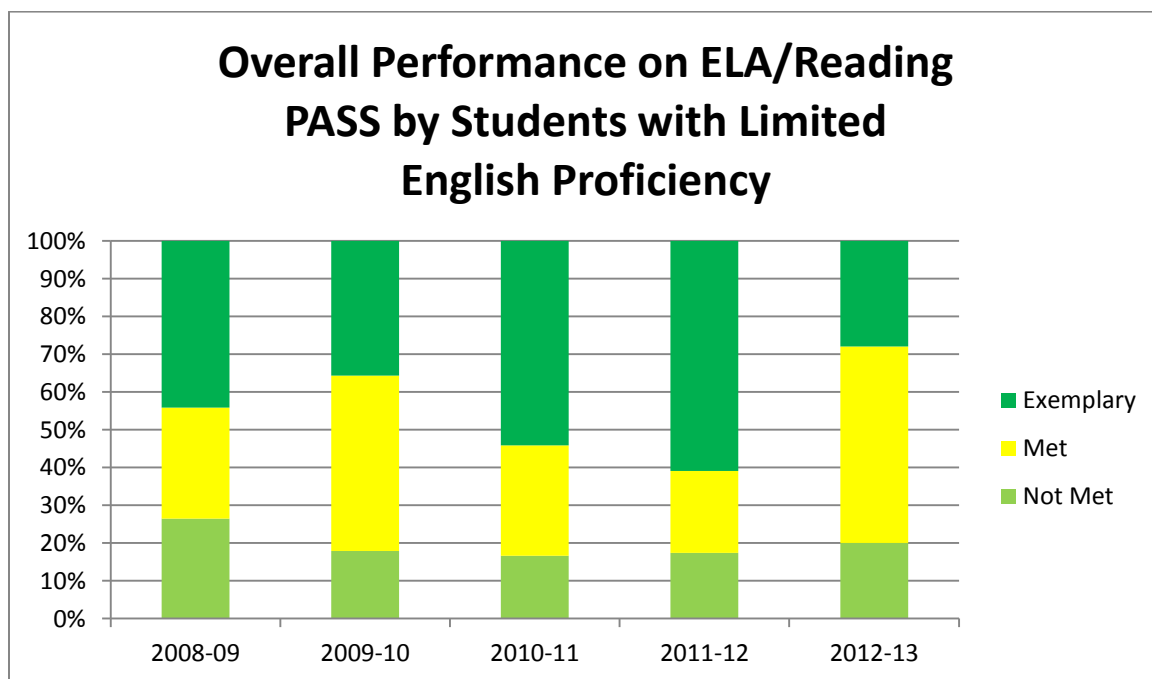
There was a slightly higher percentage of males in the not met category of ELA/Reading.



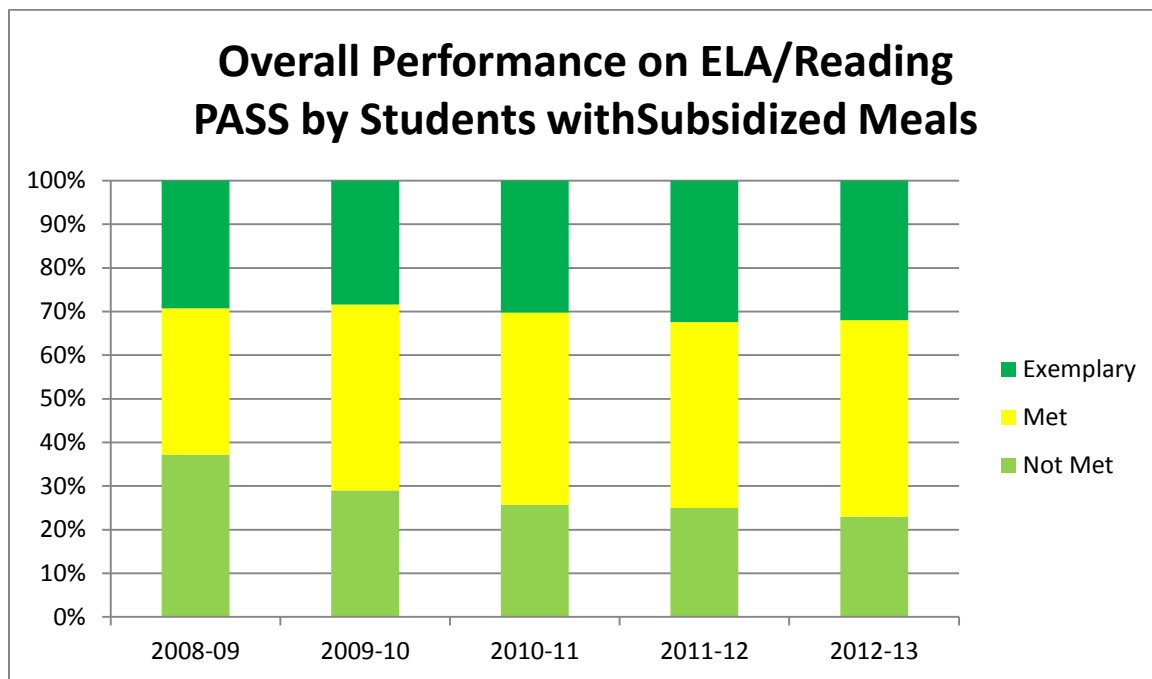
The percentage of African Americans in the not met category was considerably higher than the Hispanic or the white population. The Hispanic and white population had a larger percentage of exemplary performance in this area.



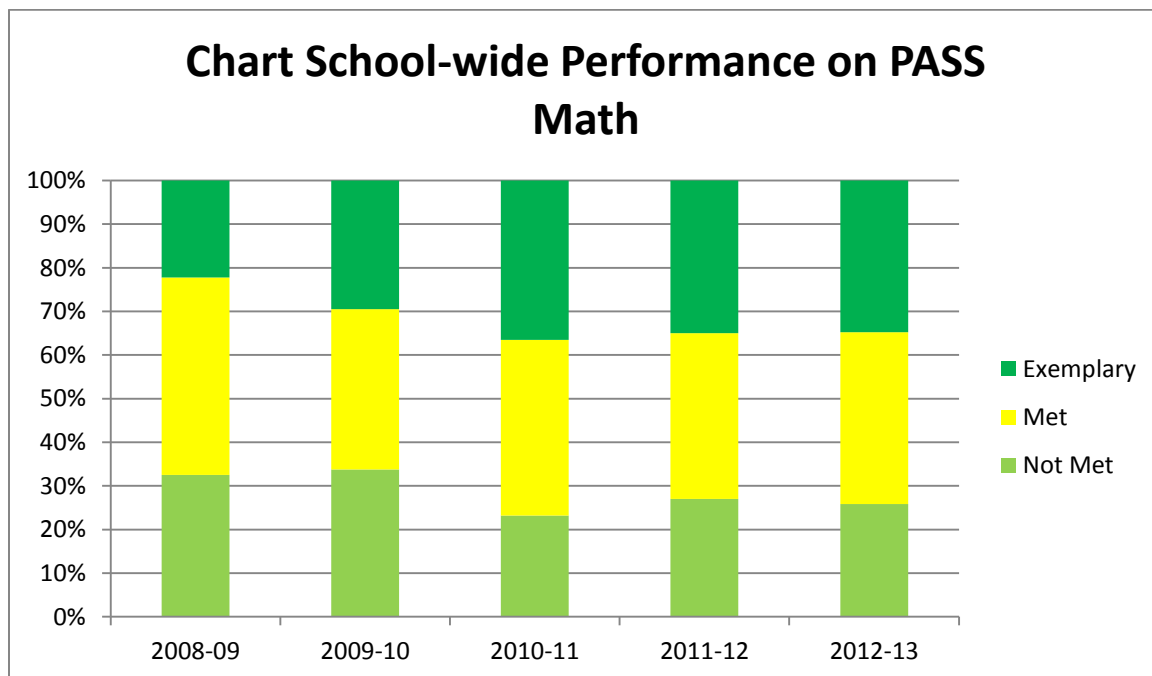
The percentage of disabled students in the not met category decreased in 2012-2013...



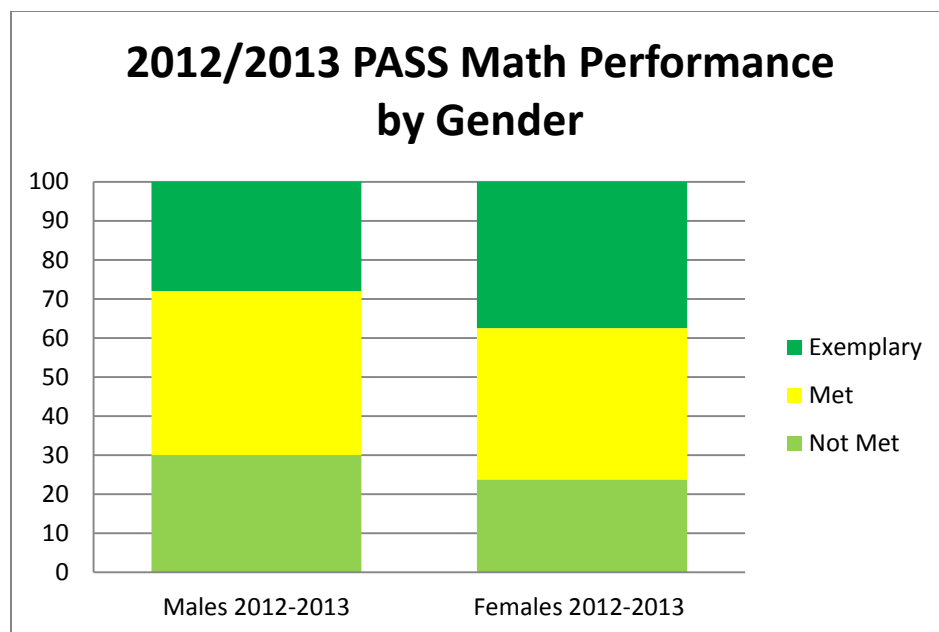
There is a marked decrease in students with limited English proficiency scoring exemplary from 2011-2012 to 2012-2013.



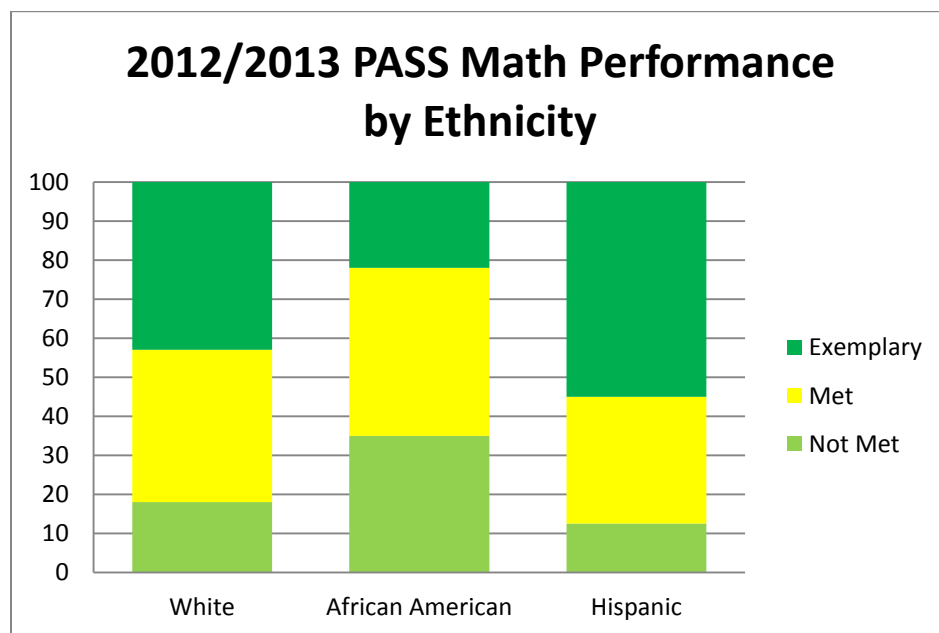
The percentage of students receiving subsidized meals that scored not met has decreased slightly resulting in an increase in the Met category.



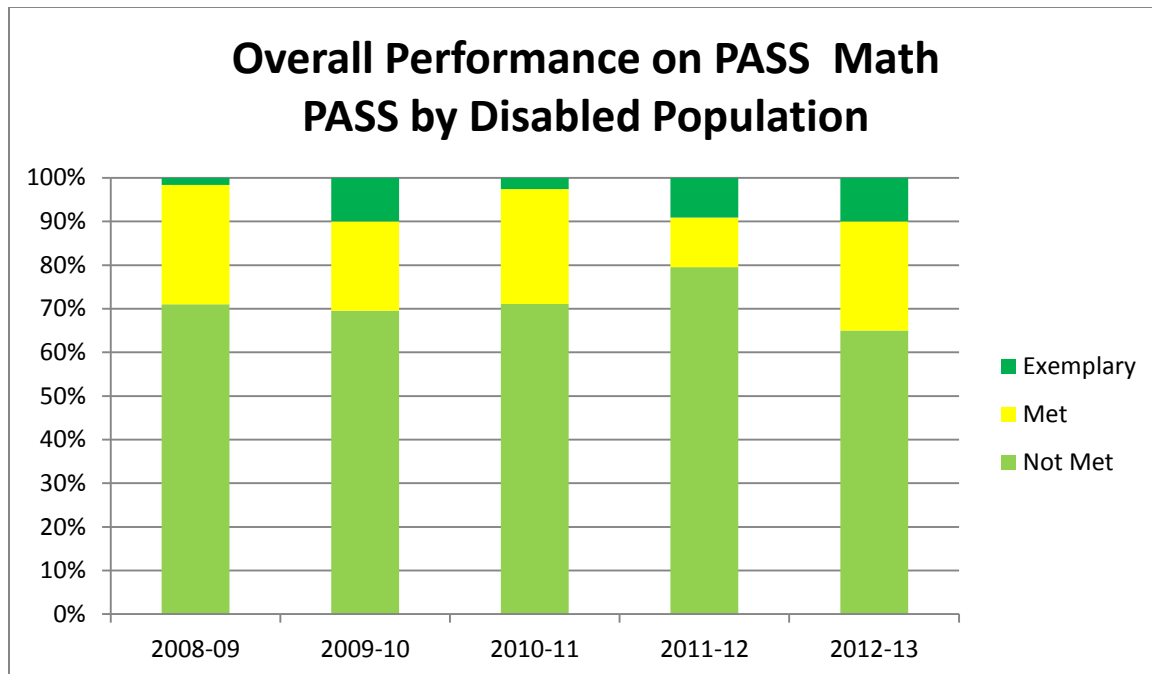
The percentage of students scoring exemplary on math has remained the same as last year while those in the not met category have slightly decreased.



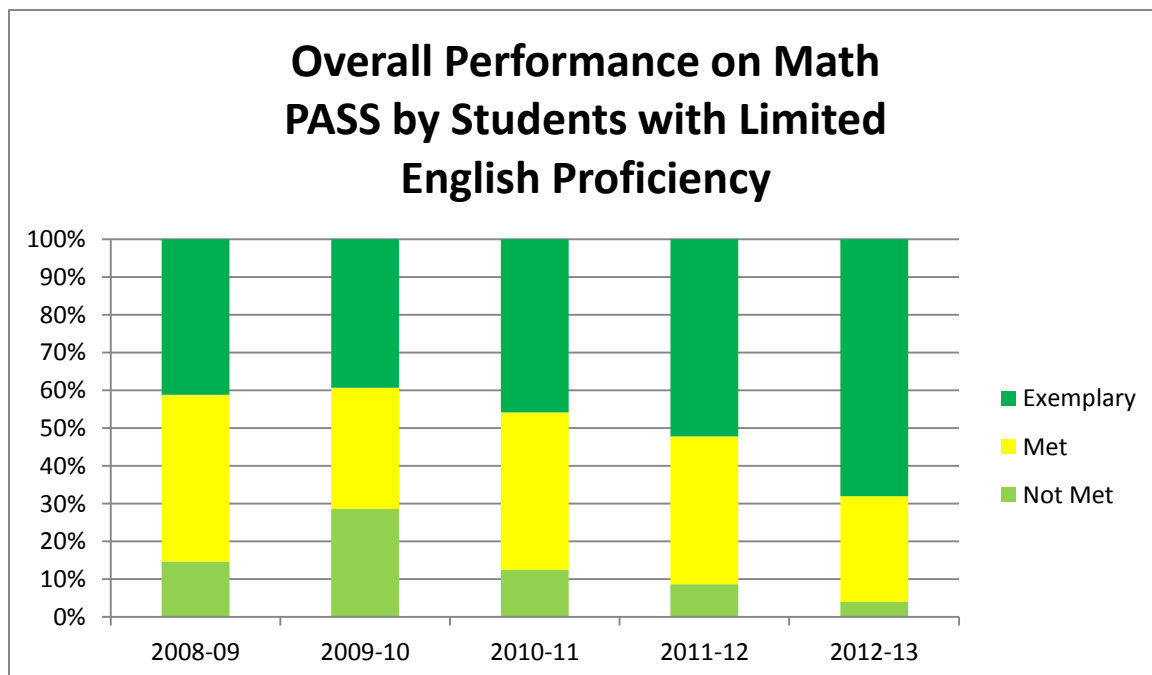
Females scored slightly higher in the Exemplary category on PASS math.



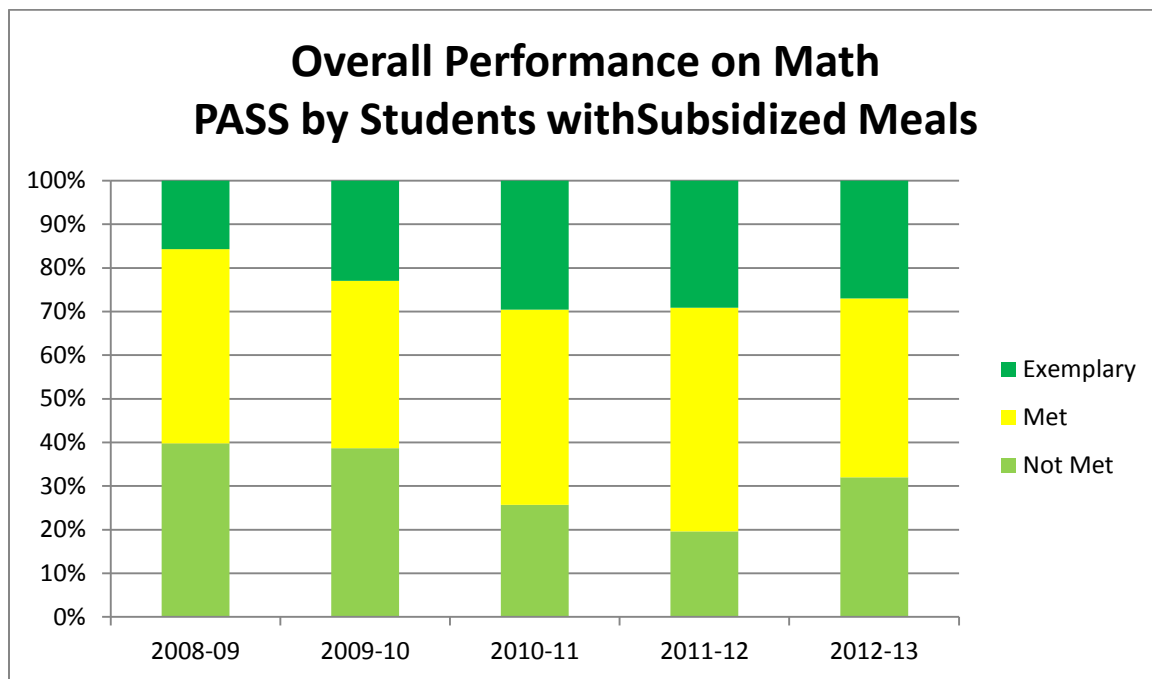
Hispanic and white students increased Met and Exemplary scores on the PASS Math test. The percentage of African American students scoring not met was considerably higher than other ethnicities.



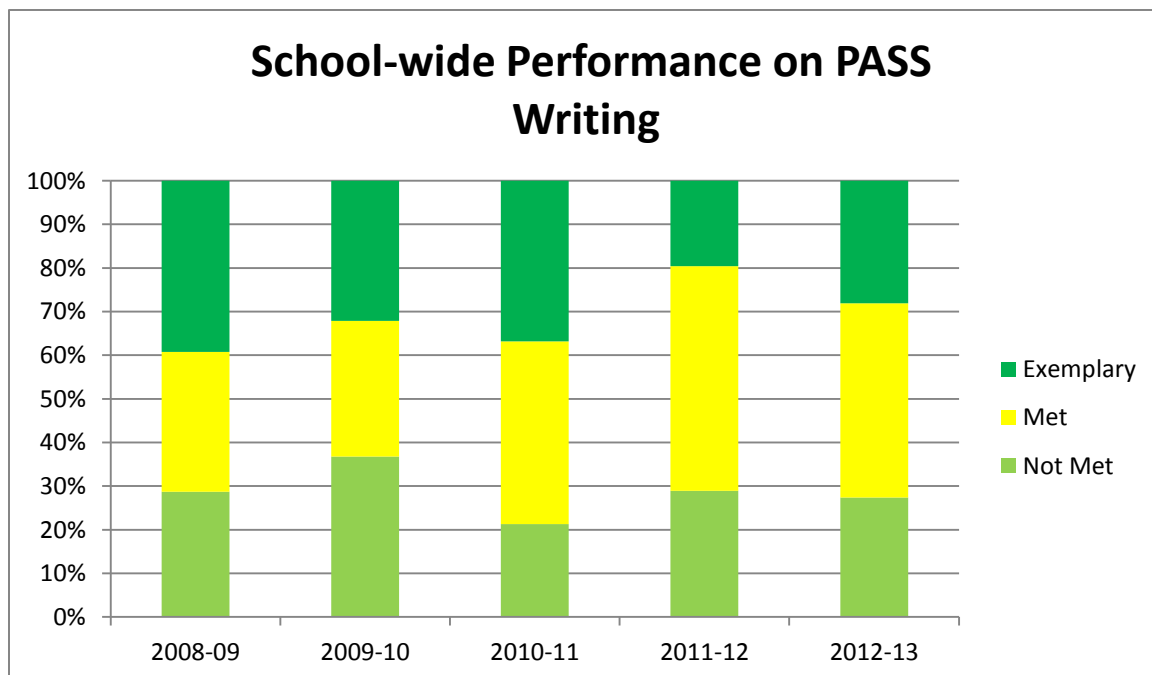
The percentage of students with disabilities scoring not met has decreased.



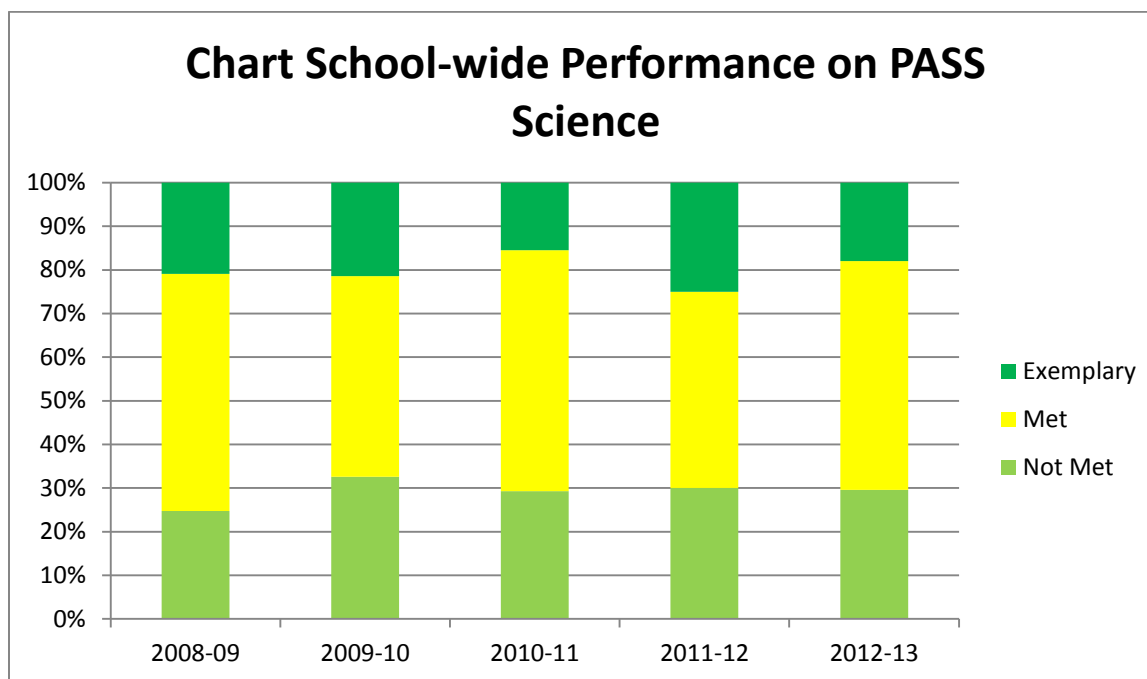
The percentage of students in the not met category significantly decreased again in 2012-2013 while the Exemplary category increased.



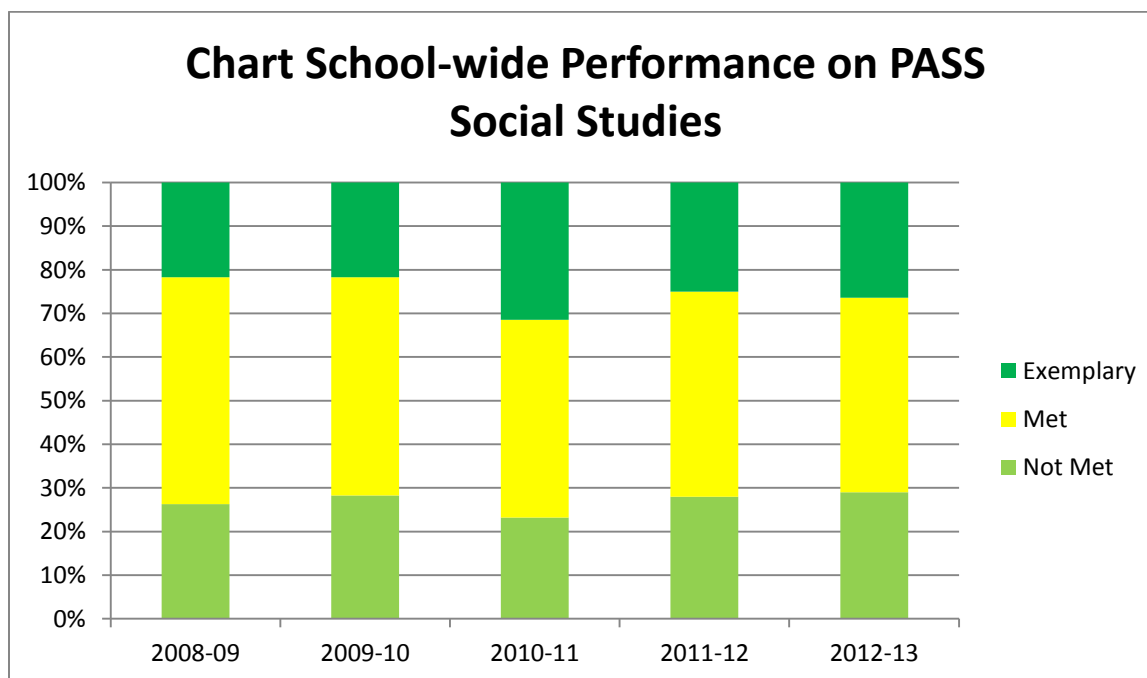
The percentage of students who receive subsidized meals that scored not met increased.



The exemplary writing scores have increased by 8.5 percentage points over last year, while there was a slight decrease in not met status. .



The percentage of students in the not met and exemplary category on the science test were both slightly lower in 2012-2013.



The percentage of students in the Not Met category on Social Studies increased slightly, but the exemplary status showed a slight increase.

Reflections

We continued to strengthen our program each year. Our Professional Learning Communities helped us to renew our efforts in vertical teaming and to address both strengths and weaknesses within our curriculum areas. Grade level teams are using the essential curriculum facts to guide their instruction in addition to developing common assessments. Our focus on goal setting with the students and the addition of RIT band focused lessons using Compass helped to make solid gains in some areas of MAP testing. Our parental involvement increased with the inclusion of monthly Writer's Teas to highlight students' achievement in writing. We will also continue our successful efforts to keep student attendance at a high level through student and class awards and by keeping parents involved in district policies. We continued to partner with local agencies and businesses to support student and family needs.

Next Steps:

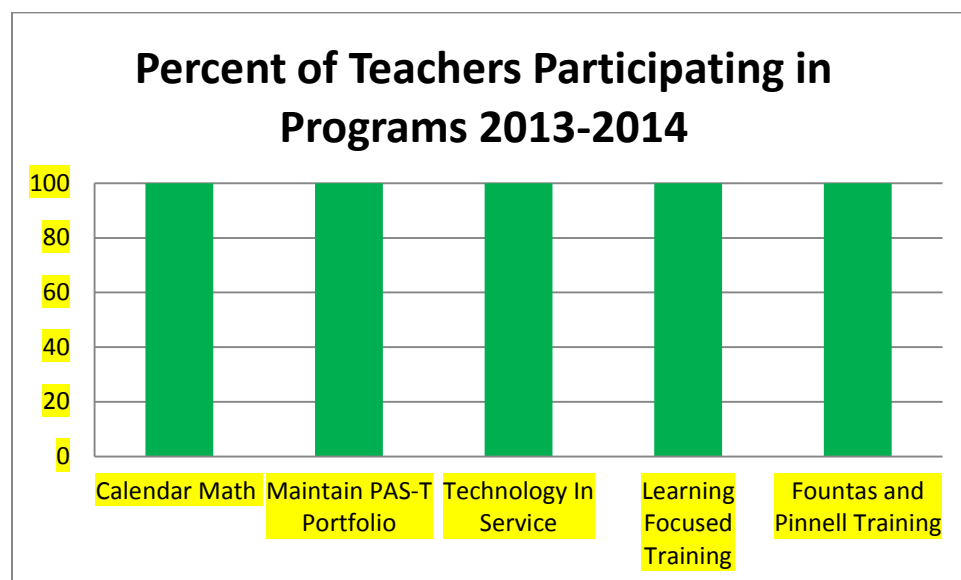
With our next steps, our focus is to move student achievement from the basic level to the proficient and advanced levels.

- 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 facts 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 Needs and Assessment

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 transition to a

balanced literacy program modeled after the Fountas and Pinnell approach, we will need professional development to develop and enrich the reading program.



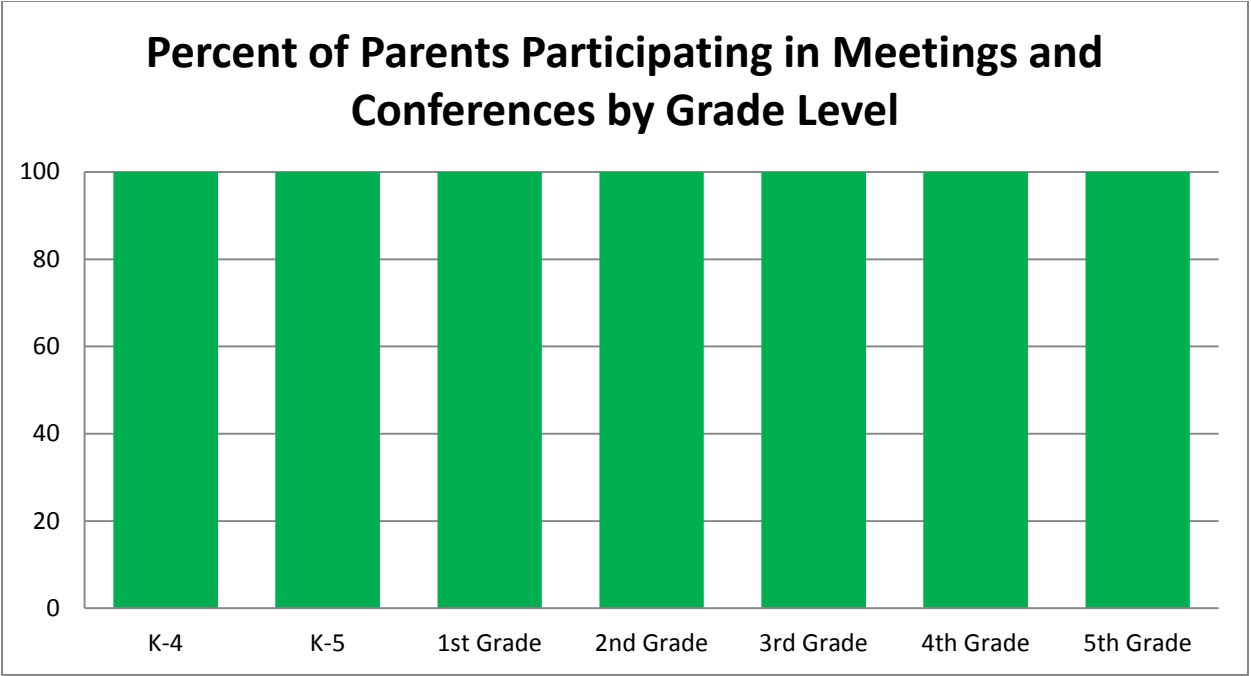
Professional Development 2013-2014

June 26th	Fauntas and Pinnell Training Primary Grades
June 27th	Fauntas and Pinnell Training Intermediate Grades
August 19th	Meet the Teacher
August 28th	PBIS/ PLC's
September 4th	ESOL/ Child Abuse/Challenge
September 11th	Grade Level/ Data Teams
September 18th	Speech / A-Team
September 25th	Fauntas and Pinnell Training
September 25th	Grade Level/ Data Teams
October 2nd	PBIS/PLC's
October 9th	Grade Level/ Data Teams
October 16th	Fauntas and Pinnell Training
October 16th	Evidence Room Prep/ PLC's

October 23rd	Grade Level/ Data Teams
October 30th	T/B/A
November 6th	Grade Level/ Data Teams
November 13th	Tafta's shower
November 14th	Fauntas and Pinnell Training 1/2 training
November 20th	Grade Level/ Data Teams
December 4th	PLC's
December 11th	Grade Level/ Data Teams
December 18th	Christmas Party
January 8th	Grade Level/ Data Teams
January 15th	PLC's
January 22nd	Grade Level/ Data Teams
January 23rd	Fauntas and Pinnell Training
January 29th	Faculty Meeting
February 5th	Grade Level/ Data Teams
February 12th	PLC's
February 19th	Grade Level/ Data Teams
February 20th	Fauntas and Pinnell Training
February 26th	Faculty Meeting
March 5th	Grade Level/ Data Teams
March 12th	PASS Writing
March 19th	Grade Level/ Data Teams
March 26th	PLC's
April 2nd	Grade Level/ Data Teams
April 9th	Faculty Meeting
April 23rd	Grade Level/ Data Teams
April 30th	PASS In Service
May 7th	Grade Level/ Data Teams
May 14th	PLC's
May 21st	Grade Level/ Data Teams
May 28th	Faculty Meeting
June 6th	End of year luncheon

School Climate Needs and Assessment

The school climate is very 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 parent and 100% of our parents are involved in curriculum based meetings.



Professional Development Plan Aligned with Action Plan Strategies

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 2008-2009 school year included Learning Focused strategies and lesson design, IG Pro, web page design, and Compass Learning. Staff development for the 2009-2010 school year focused on Professional Learning Communities to encourage vertical teaming and collaboration across grade levels. Professional development sessions were also offered on Learning Focused strategies, Promethean Board training, Creating a Blog, and Compass Learning. Staff development for the 2010-2011 school year continued to focus on Professional Learning Communities with an emphasis on essential facts and common assessments. This focus was also carried over to grade level teams. Professional development was provided by the Professional Learning Communities to the staff during faculty meetings through sharing expertise within particular curriculum areas. Three teachers were also able to attend the SCCTM conference this year and shared their findings with the staff at a faculty meeting. The 2011-2012 staff development focused on an increased use and awareness of the technology available to the classroom teacher. We had staff development on advanced uses of the promethean board, podcasting, use of virtual field trips, digital storytelling, and power teacher, since we had just been refreshed. We also did a faculty book study on *Focus* to address the needs of the students as we implement common core standards. The 2012-2013 school year continued our focus on the use of technology in the classroom, while our Professional Learning Committees worked on developing and sharing a common language for each subject across the grades and the use of best practices for implementing Common Core. Common planning, data teams and common assessment continue to be at the forefront of our grade level meetings. During the 2013-2014 school year, we focused on balanced literacy by implementing Fountas and Pinnell Guided Reading, Professional Learning Committees, common planning, common assessment and data team development. This focus provided additional help for the students who struggle, while it offers a challenge to the proficient students. During the 2014-2015 school year we will continue to focus on our literacy programs, use of technology in the classroom and developing plans and assessments that are data driven to improve student learning.

PASS % WRITING

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS) from 71.1% in 2012 to 81.1% in 2018.

ANNUAL OBJECTIVE: Annually increase by 2.0 percentage point(s) the students meeting standard (Met and Exemplary) in writing as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	73.1	75.1	77.1	79.1	81.1
School Actual	71.1	72.7					
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	78.8					

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

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

PASS % ELA

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS) from 75.5% in 2012 to 83.0% in 2018.

ANNUAL OBJECTIVE: Increase by 1.5 percentage point(s) annually students meeting standard in English Language Arts (reading and research) as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	77.0	78.5	80.0	81.5	83.0
School Actual	75.5	78.7					
District Projected	X	X	79.0	80.0	81.0	82.0	83.0
District Actual	78.0	80.5					

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

PASS AVG. ELA

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

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

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

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

ELA - School	Baseline 2011- 12	Planning Year 2012-13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	654.6	656.7					
Male	651.1	648.9					
Female	658.4	663.6					
White	666.0	669.0					
African-American	642.1	646.5					
Asian/Pacific Islander	N/A	N/A					
Hispanic	665.6	660.9					
American Indian/Alaskan	N/A	N/A					
Disabled	576.3	603.0					
Limited English Proficient	N/A	670.7					

Subsidized Meals	646.6	650.3					
---------------------	-------	-------	--	--	--	--	--

ELA - District -Grades 3-5	Baseline 2011- 12	Planning Year 2012-13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	671.1	672.0					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.7					
African-American	644.4	648.3					
Asian/Pacific Islander	696.1	697.5					
Hispanic	650.8	653.4					
American Indian/Alaskan	688.2	677.3					
Disabled	614.9	618.2					
Limited English Proficient	654.9	657.2					
Subsidized Meals	649.2	652.5					

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

PASS % MATH

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS) from 73.5% in 2012 to 81.5% in 2018.

ANNUAL OBJECTIVE: Increase by 1.5 percentage point(s) annually students meeting standard in mathematics as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	75.0	76.5	78.0	79.5	81.5
School Actual	73.5	74.2					
District Projected	X	X	78.4	79.4	80.4	81.4	82.4
District Actual	77.4	77.3					

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

PASS AVG. MATH

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

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

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

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

Math - School	Baseline 2011- 12	Planning Year 2012-13	2013 -14	2014 -15	2015 -16	2016- 17	2017 -18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	646.8	649.2					
Male	647.6	646.1					
Female	646.0	652.0					
White	653.3	664.2					
African-American	638.7	633.1					
Asian/Pacific Islander	N/A	N/A					
Hispanic	655.8	670.0					
American Indian/Alaskan	N/A	N/A					
Disabled	566.7	600.7					
Limited English Proficient	N/A	677.0					
Subsidized	638.5	642.2					

Meals							
-------	--	--	--	--	--	--	--

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

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

PASS % TESTED

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

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

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

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

% Tested ELA – School	Baseline 2011- 12	Planning Year 2012-13	2013 -14	2014 -15	2015 -16	2016 -17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	100	100					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100	100					
American Indian/Alaskan	N/A	N/A					
Disabled	100	100					
Limited English Proficient	N/A	100					

Subsidized Meals	100	100					
---------------------	-----	-----	--	--	--	--	--

% Tested ELA – District Grades 3-5	Baseline 2011- 12	Planning Year 2012-13	2013 -14	2014 -15	2015 -16	2016 -17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.9	99.9					
Male	99.9	99.9					
Female	99.9	100					
White	99.9	100					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100					
Hispanic	99.9	99.8					
American Indian/Alaskan	100.0	100					
Disabled	99.2	99.6					
Limited English Proficient	99.8	99.8					
Subsidized Meals	99.8	99.9					

% Tested Math – School	Baseline 2011- 12	Planning Year 2012-13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	99.7					
Male	100	99.3					
Female	100	100					
White	100	100					

African-American	100	99.4					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100	100					
American Indian/Alaskan	N/A	N/A					
Disabled	100	97.4					
Limited English Proficient	N/A	100					
Subsidized Meals	100	99.5					

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

Meals							
-------	--	--	--	--	--	--	--

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

PASS % SCIENCE

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS) from 67.1% in 2012 to 77.1% in 2018.

ANNUAL OBJECTIVE: Increase by 2.0 percentage point(s) annually students meeting standard in science as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	69.1	71.1	73.1	75.1	77.1
School Actual	67.1	69.0					
District Projected	X	X	76.9	77.9	78.9	79.9	80.9
District Actual	75.9	77.0					

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

PASS AVG. SCIENCE

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

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

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

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

Science - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	614.7	623.3					
Male	614.4	619.3					
Female	615.0	626.6					
White	624.0	642.5					
African-American	605.2	605.6					
Asian/Pacific Islander	N/A	N/A					
Hispanic	628.8	640.5					
American Indian/Alaskan	N/A	N/A					
Disabled	521.3	567.6					
Limited English Proficient	N/A	641.7					
Subsidized Meals	606.3	615.8					

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

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

PASS % SOCIAL STUDIES

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS) from 73.8% in 2012 to 83.8% in 2018.

ANNUAL OBJECTIVE: Increase by 2.0 percentage point(s) annually students meeting standard in social studies as measured by the Palmetto Assessment of State Standards (PASS).

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	75.8	77.8	79.8	81.8	83.8
School Actual	73.8	71.0					
District Projected	X	X	79.9	80.9	81.9	82.9	83.9
District Actual	78.9	79.5					

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

PASS AVG. SOCIAL STUDIES

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

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

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

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

Social Studies - School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	630.4	629.9					
Male	631.6	631.4					
Female	629.2	628.6					
White	639.0	644.9					
African-American	624.3	614.7					
Asian/Pacific Islander	N/A	N/A					
Hispanic	621.8	631.8					
American Indian/Alaskan	N/A	N/A					
Disabled	570.0	593.8					
Limited English Proficient	N/A	645.4					
Subsidized Meals	622.0	620.6					

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

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

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

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

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

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

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

School	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Reading Comprehension Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	64%tile	56%tile					
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	40%tile	48%tile					
Mathematics Problems Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	46%tile	39%tile					

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

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
K -5 students will receive a balanced literacy program including the following:					
1. Ensure that Language Arts instruction includes the implementation of Common Core Standards.	August-June 2014-2015	Administration, Teachers	No cost		Administrative feedback/ Classroom walk-through observations Lesson or unit plans
2. Continue to incorporate strategies that will include the Cunningham Four Block's delivery system and using Fountas and Pinnell for guided reading instruction.	June-May 2014-2015	Instructional Coach	No cost		Certificate of completion, in-service and graduate credit
3. Provide intervention program RTI/ Soar to Success for at risk kindergarten and first grade students	October – May 2014-2015	RTI Leadership Team	No cost	Special Education	Implementation Plan
4. Training for all teachers in the Fountas and	September-May 2014-2015	District Personnel	No cost	District	Certificate of completion

Pinnell.					
5. Analyze MAP test results to identify student strengths and weaknesses; monitor and adjust instruction (2 nd – 5 th grade)	September April 2014-2015	2 nd – 5 th Grade Teachers, Special Ed. Teachers, and Instructional Coach	No cost	District	Test results, teacher lesson plans
6. Analyze Fauntas and Pinnell Benchmark test results to identify student strengths and weaknesses; monitor and adjust instruction	October, January, May 2014-2015	K – 2 nd Grade Teachers	No cost	District	Test results, teacher Lesson plans
7. Keep a K-5 record of students' writing progress.	K5-5 th Grade 2014-2015	K5-5 th Grade Teachers	No Cost to school (parents will provide portfolio folder in kindergarten)	N/A	Student owned and supported; accountability by teachers, school administration
Identify and target students who score <i>not met</i> on PASS and provide academic support.					
1. Utilize and implement books in more than one language for ESOL students.	September-May 2014-2015	Teachers, Media Specialist	No Cost	N/A	Test Results
2. Maintain a leveled reader book room.	September-May 2014-2015	Instructional Coach	No Cost	N/A	Teacher lesson plans
3. Continue to conference with	September-May	Teachers	No Cost	N/A	Teacher lesson plans

individual students.	2014-2015				
4. Initiate small groups by ability.	September-May 2014-2015	Teachers	No Cost	N/A	Teacher lesson plans
Identify and support disabled students to help them achieve.					
1. Continue to use small groups and peer led groups.	September-May 2014-2015	Teachers,	No Cost	N/A	Teacher lesson plans
2. Provide vocabulary studies for all academic areas before a unit begins.	September-May 2014-2015	Teachers	No Cost	N/A	Teacher made materials
3. Utilize support staff to answer questions or provide extra strategies or interventions.	September-May 2014-2015	Teachers, Support Staff	No Cost	N/A	Meeting Notes
4. Provide kinesthetic activities.	September-May 2014-2015	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 2014-2015	2 nd – 5 th Grade Teachers, Special Ed. Teachers, Instructional Coach	No cost	N/A	Test results, teacher lesson plans
2. Analyze District	October, January,	K – 1 st Teachers	No cost	N/A	Test results, teacher lesson plans

Benchmark test results to identify student strengths and weaknesses; monitor and adjust instruction.	May 2014-2015				
3. Ensure that math instruction including the implementation of Common Core Standards.	August-June 2014-2015	Administration, Teachers	No cost	N/A	Administrative feedback/Classroom walk-through observations Lesson or unit plans
4. Utilize district math curriculum pacing guide found on Atlas Rubicon to drive math instruction	August-May 2014-2015	Teachers, Instructional Coach	No cost	N/A	Teacher lesson plans
5. Incorporate Every Day Counts Calendar Math into curriculum.	August-May 2014-2015	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations
6. Incorporate Compass Odyssey Math instruction for grades K – 5.	August-May 2014-2015	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 2014-2015	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations
8. Include a spiral review	August-May 2014-2015	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations

of math skills at least weekly.					
9. Focus on correct math terminology when teaching.	August-May 2014-2015	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 2014-2015	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 2014-2015	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 2014-2015	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations
Identify and target students who score below basic on PASS and provide academic support.					

1. Obtain volunteers to provide tutoring help through our community partners and PTA.	August-May 2014-2015	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 2014-2015	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 2014-2015	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 2014-2015	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 2014-2015	Classroom Teacher & Support Staff	No cost	N/A	Teacher Lesson Plans, Content vocabulary on staff drive
2. Utilize the science lab for hands on experiments and to promote the use of the scientific process.	August – September 2014-2015	Classroom Teacher & Support Staff	No cost	N/A	Teacher Lesson Plans, science lab schedule
3. Support content area with nonfiction reading materials, including e-books and periodicals sets for the classroom.	August – September 2014-2015	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 2014-2015	Professional Learning Committees	No cost	N/A	Evidence of meetings
5. Participate in the virtual field trips offered by the school district	August – September 2014-2015	Classroom Teacher & Support Staff	No cost	N/A	Teacher Lesson Plans

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: 100% of teachers will participate in common core professional development relevant to their subject area

ANNUAL OBJECTIVE: 100% of teachers will participate in common core professional development on an annual basis

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected	x	x					
Actual		100					

FIVE YEAR PERFORMANCE GOAL: 100% of teachers will participate in Fountas and Pinnell professional development relevant to their teaching area

ANNUAL OBJECTIVE: 100% of teachers will participate in Fountas and Pinnell professional development relevant to their teaching area

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected	x	x					
Actual		100					

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1. All teachers will be trained in the Fountas and Pinnell methods	June-May 2014-2015	Fountas and Pinnell	No cost	District	District Portal System
2. All new teachers will attend training in Everyday Counts Calendar Math	Aug.-May 2014-2015	District personnel	No cost	District	Certificate of completion
3. All new teachers will attend training in Learning Focused	Aug.-May 2014-2015	District personnel	No cost	District	Certification of Completion
4. Provide training in technology and share ideas at faculty meetings	Aug.-May 2014-2015	Technology Team members	No cost		District Portal System
5. Teachers will maintain a PAS-T portfolio	Aug.-May 2014-2015	District personnel Instructional Coach	No cost	District	PAS-T Notebook
6. Teachers will be encouraged to attend professional training in Common Core ELA and Math offered by the District	Aug-May	District personnel	No cost	District	District Portal System

STUDENT ATTENDANCE

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

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

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

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.2	96.9					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who are satisfied with the learning environment at 95.8% or higher from 2013 through 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 – Question #5

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	95.8	95.8	95.8	95.8	95.8
School Actual	95.8	84.4					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

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

STUDENT SATISFACTION – LEARNING ENV.

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

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 – Question #18

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	87.2	87.2	87.2	87.2	87.2
School Actual	87.2	83.0					
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7					

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 97.3% or higher from 2013 through 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, 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 – Question #27

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	97.3	97.3	97.3	97.3	97.3
School Actual	97.3	89.5					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who indicate that their child feels safe at school at 98.1% or higher from 2013 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 2013 through 2018.

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

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	98.1	98.1	98.1	98.1	98.1
School Actual	98.1	93.8					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8					

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

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who feel safe at school during the school day at 93.5% or higher from 2013 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 – Question #30

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	93.5	93.5	93.5	93.5	93.5
School Actual	93.5	85.1					
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2					

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day at 100% from 2013 through 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 – Question #39

	Baseline	Planning	2013-	2014-	2015-	2016-	2017-
--	-----------------	-----------------	--------------	--------------	--------------	--------------	--------------

	2011-12	Year 2012-13	14	15	16	17	18
School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

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 2014-2015	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 2014-2015	Office Staff	None	N/A	Log of parental contacts
3. Make personal phone calls to students that are absent.	Daily 2014-2015	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 2014-2015	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 2014-2015	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 2014-2015	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 2014-2015	Assistant Principal, Kiwanis Club, Faculty	No cost	Funded by Kiwanis Club and in-house funding	Newspaper and Morning News
3. Invite parent	August –	Faculty and	No cost		Replies from

participation in school sponsored activities – for example: writing workshop, testing workshop, Muffins for Moms, Doughnuts for Dads, Trunk-A-Treat, Chorus Performances, Spring Fling, and Lunch Invitations	May 2014-2015	PTA			Invitations Sent
---	------------------	-----	--	--	------------------

School Report Card

Please control click on the link below to see Robert E Cashion's Report Card for 2013.

<https://ed.sc.gov/data/report-cards/2013/elem/c/e2301113.pdf>

https://e
d.sc.gov/data/esea/2012/school.cfm?SID=230111

