

Thomas E. Kerns Elementary
Judith E. Mulkey, Principal

Greenville County Schools
W. Burke Royster, Superintendent

Scope of Action Plan
for Years 2013-14 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Thomas E. Kerns Elementary

DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 (*one year*)

Assurances

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

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Antia Thompson		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Judith E. Mulkey		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 6650 Frontage Road at White Horse
Greenville, SC 2905

SCHOOL'S TELEPHONE: (864) 355-1300

PRINCIPAL'S E-MAIL ADDRESS: jmulkey@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|--------------------|
| 1. PRINCIPAL | Judith E. Mulkey |
| 2. TEACHER | Justin Garrett |
| 3. PARENT/GUARDIAN | Stephanie Baker |
| 4. COMMUNITY MEMBER | |
| 5. SCHOOL IMPROVEMENT COUNCIL | Anita Thompson |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<u>POSITION</u>	<u>NAME</u>
Title One Facilitator	Judy Hall
USC Upstate – Director of Teacher Education	Dr. Judy Beck

***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 PLAN

(Mandated Component)

Act 135 Assurances

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

- x** **Academic Assistance, PreK–3**
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
- x** **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).
- x** **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.
- x** **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.
- x** **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
- N/A** **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.
- x** **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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

<u>x</u>	<p><u>Collaboration</u></p> <p>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).</p>
<u>x</u>	<p><u>Developmental Screening</u></p> <p>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.</p>
<u>N/A</u>	<p><u>Half-Day Child Development</u></p> <p>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.</p>
<u>x</u>	<p><u>Developmentally Appropriate Curriculum for PreK–3</u></p> <p>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.</p>
<u></u>	<p><u>Parenting and Family Literacy</u></p> <p>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.</p>
<u></u>	<p><u>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</u></p> <p>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.</p>

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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 making AYP in 2009-2010, and achieving an “A” rating (93.8%) on the Federal Accountability System for 2011-2012 school year. We continue to focus on improving student achievement. We envision our families, staff, and community working together to help our children succeed.

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
Small group reading instruction for all grades
Extended-day tutoring and academic assistance
Class size reduction in grades 1, 2, 3, 4, and 5
Early intervention reading strategies for grades K, 1, 2 and 3
Computer-assisted instruction
High-quality professional development for teachers in the area of English/Language Arts
Increased focus on writing instruction (2011-2012 and 2012-2013) and ELA CCSS (2013-2014)

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 1, 2, 3, 4, and 5
Computer assisted instruction
Continued high-quality professional development for teachers in the area of Mathematics
High-quality professional development for teachers in the area of Math (2010-2011, 2011-2012, 2012-2013, and 2013-2014)

Summary of Teacher and Administrator Quality

Thomas E. Kerns Elementary School strives for excellence in all areas including holding teachers to a high standard. Our teacher attendance rate is high. 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 help aid in this endeavor.

Summary of School Climate

Overall, surveys of teacher, student and parent satisfaction show positive results. Our attendance exceeds standards set by AYP. Home-school relations are a significant issue to teachers. Discipline data shows a reduction in the number of referrals written annually.

Significant Challenges:

- Mobility of students
- Mathematics is a weakness on MAP testing.
- FARMS (Free and Reduced Meals) population did not meet AYP standards in math in 2010-2011 by 4 students

- A portion of the population present significant behavior challenges
- According to the student surveys in 2011 and 2012, a significant percentage of our fifth grade students were not satisfied with social and physical environment
- Our academic weak areas were Math and Science, according to the ESEA Waiver Elementary School Matrix 2013

Significant Accomplishments:

- Achieved an “A” rating (93.8%) on the Federal Accountability System for 2011-2012
- Recognized as a Title I Reward School for receiving an A/B rating for the past two years
- Achieved the Silver Award for General Performance during the past two years
- Recognized as a PBIS Exemplar School 2011, 2013
- Five National Board Certified Teachers
- Increased parental participation in volunteerism, monthly parent education programs, and attendance at school-wide events
- Student attendance percentage at Thomas E. Kerns exceeds the district percentage
- PBIS developed B-Team to address major behaviors
- 2012 - ESEA / Federal Accountability System - Overall Weighted Points Total was 93.8 and Overall Grade Conversion was an A
- 2013 - ESEA / Federal Accountability System - Overall Weighted Points Total was 82.8 and Overall Grade Conversion was an B

School Profile

Thomas E. Kerns Elementary is an urban elementary school located on the frontage road of Interstate 85 in Greenville, South Carolina. It is one of 53 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, Greenview 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 a LD/SC Neuro class and a DD/SC class. The percentage of our student population who qualifies for free or reduced lunch is 93.08%. According to the 45th day, Thomas E. Kerns Elementary currently houses 614 students who are divided among 36 homerooms with full time highly qualified teachers. Additionally, the school has a Guidance Counselor, two Instructional Coaches, a Title One Facilitator, a Social Worker, a Parent Involvement Coordinator, and a Mental Health Worker. Other staff members include one full time and three part time speech pathologists, an ESOL teacher, three resource teachers (two who are part time), a kindergarten interventionist, a third grade interventionist, media specialist, computer lab teacher, two music teachers, two PE teachers, and two art teacher teachers. Our facility consists of 43 classrooms, a media center, a computer lab, a music room, art room, a cafeteria, 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!” The student discipline system incorporates the philosophy of Positive Based Intervention Supports (PBIS). Our system teaches students expectations of Performing with the Understanding of Respect and Responsibility (PURR). Students earn PURR paws and classes earn WOWs for demonstrating expected behavior in the defined areas of the school. Our students participate in many school-wide activities throughout

the year such as Red Ribbon Week, Jump Rope for Heart, Pennies for Pasta, cold weather clothing drive, Go Green Recycling, pop-tabs for the Ronald McDonald House, and Field Day.

Our Leadership Team consists of the Principal, Assistant Principal, two Instructional Coaches, and the Title I Facilitator. These staff members observe in the classrooms and provide feedback to support instruction. Our principal, Mrs. Judith E. Mulkey, has been an administrator in our school district for 26 years and spent eighteen of them as principal of four other schools. She has a Masters degree in Elementary Administration and Leadership from Furman University. In recent years, she served as Principal of Greenview Elementary. She also spent two years developing an Arts program at one of the district's magnet academies. Mrs. Mulkey began her teaching career in Greenville County as a 5th to 12th grade music teacher. She is a professional musician. Our Assistant Principal, Mrs. Cynthia Crouch, has a B.S. in Elementary Education and a M.S. in Elementary Administration, both from Indiana State University. She had 13 years of classroom experience in grades 1st-4th. The past two years, she was the Administrative Assistant.

Thomas E. Kerns Elementary has a faculty leadership team that works with the administration to make recommendations and decisions for our school. This committee meets once a month. The faculty leadership team consists of representatives from each grade level, a related arts representative, a representative from the para-professionals, a representative from special areas, and a representative from the leadership team.

Additionally, each instructional staff member is assigned to a committee for the year. Our school has 14 committees. These committees meet once a month 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. The PBIS Leadership Team meets monthly to review data and continue the growth of this successful model of behavior management in our school.

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 January 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

2013-2014 Staff Data

Education Level

The varying degrees held by teachers at Thomas E. Kerns Elementary are BS – 9%, BA – 35%, BS +18 – 1%, BA +18 – 4%, Masters – 43%, 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 gender and ethnicity of our staff are Black Males – 1%, Black Females – 12%, White Males – 7%, and White Females – 80%.

Staffing and Years of Experience

The staff at Thomas E. Kerns includes: classroom teachers, two instructional coaches, a full-time speech pathologist and three 0.2 speech pathologists, 2 full-time special education teachers, a full-time resource teacher and two 0.5 resource teachers, a full-time art teacher and a 0.2 art teacher, a full-time music teacher and a 0.2 music teacher, a full-time P.E. teacher and a 0.2 P.E. teacher, one computer lab teacher, one media specialist, a kindergarten interventionist, a third grade interventionist, one 0.1 challenge teacher, a 0.8 ESOL teacher, a guidance counselor, a Title I social worker, a Title I Facilitator, 9 teaching assistants, one Assistant Principal, and one Principal. Thomas E. Kerns Elementary has five National Board Certified teachers. These include an art teacher, a second grade teacher, a music teacher, a P.E. teacher, and a third grade teacher. On average, our teachers have taught for 11.4 years. We have 13 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		5				
1	2	3	1	1		
2	2		2	1		1
3	1	1	1	3		
4	2	1				2
5	2	2			1	
Other	4	5	2	3	1	3

Additional personnel include the secretary, attendance 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 licensed mental health worker, a Title I facilitator, a Title 1 school nurse, an on-site nurse, four speech pathologists, parent involvement coordinator, and district computer support.

Without class size reduction, our student/teacher ratio is 22.1:1. Thomas E. Kerns uses State money to reduce class size in first grade and Title I money to fund teacher positions in grades 1, 2, 3, 4, and 5 thus reducing the ratio of students to teachers in these grades. Our overarching student/teacher ratio is 17.1:1 (614 students enrolled/36 classes).

Attendance

Teacher attendance rate increased from 93.6% to 96.8%. Teachers at Thomas E. Kerns Elementary strive to attend each day of the school year.

Student Data

Enrollment

There are currently 614 students enrolled. The enrollment configuration for Thomas E. Kerns Elementary by grade level is as follows:

- Kindergarteners – 101
- First graders – 109
- Second graders – 107
- Third graders – 107
- Fourth graders – 97
- Fifth graders – 93

Attendance

The following chart shows attendance data from the 2012-2013 school year. Attendance for lower grades was poorer than the upper grades. Fourth and second grade had the highest number of students with perfect attendance. Data is for 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	20	28	1
Grade 1	12	21	6
Grade 2	8	18	12
Grade 3	8	18	9
Grade 4	9	16	14
Grade 5	10	6	8

Gender

In 2011-12, there were 315 males and 292 females. In 2012-13, there were 338 males and 291 females. Currently, there are 339 males and 275 females enrolled at Thomas E. Kerns. The trend over the past three years indicates a greater population of males than females.

Ethnicity

During the 2011-12 school year, the student enrollment was made up of 59.3% African American (making up the largest ethnic group in our school), 16.3% White, 19.3% Hispanic, 4.6% Two or More Races and .4% Unclassified. In 2012-13, the student population is made up of 59% African-American students, 16% Caucasian, 19% Hispanic, 5% Two or More Races, and .2% Hawaiian-Pacific Islander. Currently, the student population is made up of 60% African-America students, 16% Caucasian, 19% Hispanic, and 5% Two or More Races. The ethnicity percentages have not changed significantly over the past three years.

Lunch Status

A total of 571 students qualify for free and reduced priced meals, which is equivalent to 93.08% of the student population.

Special Education Students

There are four special education teachers at Thomas E. Kerns Elementary. There is one full time Intermediate LD resource teacher and two half time Primary/Intermediate LD resource teachers, one LD/SC Neuro teacher (2nd, 3rd, 4th, and 5th), and a teacher for the Developmentally Delayed class for Primary grades (K-2).

Class	LD Primary	LD Intermediate	LD/SC Neuro	Developmental Class
# of Students	12	38	6	13

The primary resource teacher has 5 students that attend more than one period of instruction per day. The intermediate resource teacher has 11 students which receive more than one period of instruction daily. There are 23.2% of the resource students who receive more than one period of instruction on a daily basis.

Major Academic and Behavioral Features/Programs/Initiatives

- **Compass Learning** – Computer based program that creates an individualized instruction learning path for each student based on his or her unique needs. Compass Learning is used in all grade levels.
- **First in Math** – Computer based program where new math skills are acquired and improvement is continually recognized. First in Math is used in second, third, fourth, and fifth grade.
- **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 kindergarten, first, second, and third grades.
- **Teaming** – Our fifth grade teachers are teaming. Each teacher teaches two or three subjects to two or three classes. The goal of this structure is to strengthen the students' learning as the teachers focus on fewer subject areas.
- **Fountas and Pinnell** – a model for teaching children in a student-centered classroom. Daily, children read and write independently in a variety of group settings. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading.
- **Learning Focused** – A Planning Model that provides frameworks and tools for organizing, planning, assessing, and designing instruction.
- **Positive Behavioral Interventions and Supports** – PBIS is a systemic approach recognizing and rewarding desirable behaviors; while at the same time, identifying the functions of misbehaviors and teaching replacement behaviors that serve the same function. PBIS emphasizes a school-wide systems approach using proactive strategies for defining, teaching, and supporting appropriate behaviors to create a positive school environment.
- **Every Day Counts Calendar Math** – This program adds 10-15 minutes of supplementary mathematics instruction each day. EDC revolves around a bulletin board that has a calendar, coins, counting tape, clocks and graphs and now features Smart board technology. This program allows students to think about math, analyze data, identify patterns, and communicate their mathematical thoughts.

Mission, Vision, and Beliefs

Mission Statement

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

Vision Statement

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

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.
- We believe education should be developmentally appropriate and differentiated to meet individual needs.

Data Analysis and Needs Assessment

Student Achievement

PASS scores from 2008-2009 through 2011-2012 school years provide data giving pertinent information as to which areas our school needs to improve. 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. In July 2012, the South Carolina Department of Education was granted an ESEA waiver. Students' performance is now be based on the annual measurable objective.

PASS Data

PASS scores from 2008-2009, 2009-2010, 2010-2011, 2011-2012, and 2012-2013 provide us with information on how many students entering the next grade are working at their grade level. The charts below show how the students have scored the past five years and how they compare to one another and to the previous year.

The following chart is our Not Met percentages from 2008-2009 to 2012-2013:

All Students	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA	37.1%	27.1%	23.5%	23.9%	22.4%
WRITING	38.4%	29.3%	23.9%	23.9%	29.2%
MATH	39.8%	27.5%	27.1%	25.5%	30.3%
SCIENCE	40.1%	44.3%	32.3%	28.3%	31.5%
SOCIAL STUDIES	33.3%	23.1%	20.3%	22%	22.1%

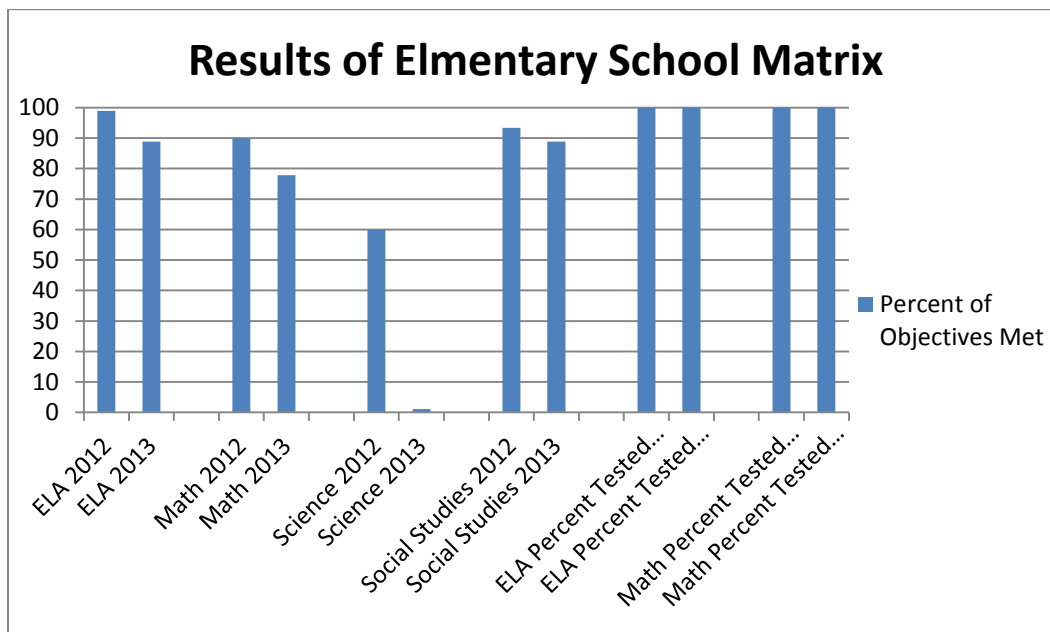
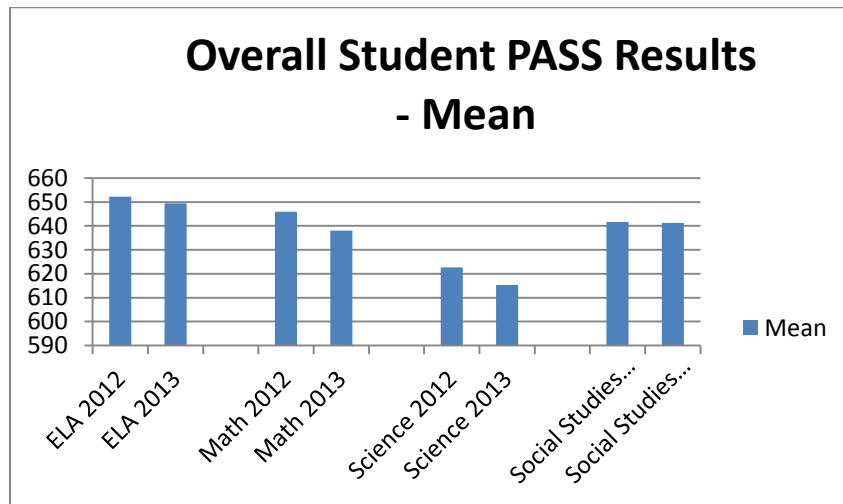
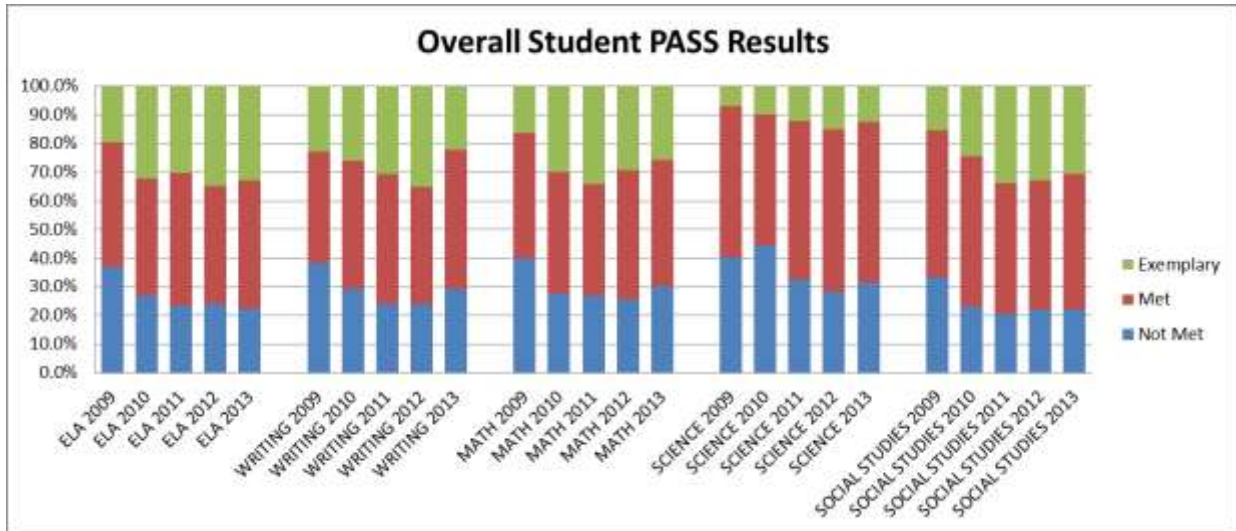
The following chart is our Met percentages from 2008-2009 to 2012-2013:

All Students	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA	43.4%	40.7%	46.2%	41.3%	44.9%
WRITING	38.8%	44.7%	45.5%	40.9%	48.6%
MATH	43.8%	42.6%	38.6%	45.2%	44.1%
SCIENCE	52.9%	46%	55.7%	56.6%	56%
SOCIAL STUDIES	51.2%	52.6%	45.9%	45.1%	47.2%

The following chart is our Exemplary percentages from 2008-2009 to 2012-2013:

All Students	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA	19.5%	32.2%	30.3%	34.7%	32.7%
WRITING	22.9%	25.9%	30.7%	35.2%	22.2%
MATH	16.3%	29.8%	34.3%	29.3%	25.6%
SCIENCE	7%	9.7%	12%	15%	12.5%
SOCIAL STUDIES	15.4%	24.3%	33.7%	32.9%	30.7%

Overall Student PASS Results



English Language Arts

In 2012, 76% of our students scored met and exemplary in English Language Arts. Our school had a decrease of .5% scoring met and exemplary. Due to the ESEA waiver, the annual measurable objective was 630 in 2012 for ELA. In 2012, our school score was 652.2; we were 22.2 points above the goal. In 2013, the annual measurable objective was 635 for ELA. In 2013, our school score was 649.4; we were 14.4 points above the goal. We had a 7.8 decrease in points above the goal. According to the Elementary School Matrix, our school met 98.89% of the ELA objectives in 2012 with 100% of students tested. In 2013, our school met 88.89% of the ELA objectives with 100% of students tested. We decreased by 10% in objectives met. ELA was our highest mean score.

Mathematics

In 2012, 74.5% of our students scored met and exemplary in Math. Our school had an increase of 1.6% scoring met and exemplary. The annual measurable objective was 630 for Mathematics in 2012. Our school score in 2012 was 645.9; we were 15.9 points above the goal. In 2013, the annual measurable objective was 635 for Math. In 2013, our school score was 638.1; we were 3.1 points above the goal. According to the Elementary School Matrix, our school met 90% of the Math objectives with 100% of students tested.

Science

Our weakest subject, based on PASS data, was clearly Science. Only 71.6% of students scored met or exemplary in science in 2012. Our school increased its score by 3.9% over the 2011 score. In 2012, the annual measurable objective was 630 for Science. Our school score was 622.6; we were 7.4 points from making the goal. According to the Elementary School Matrix, our school met 60% of the Science objectives. In 2013, the annual measurable objective was 635 for Science. Our school score was 615.3; we were 19.7 points from making the goal. According to the Elementary School Matrix, our school met 1.11% of the Science objectives.

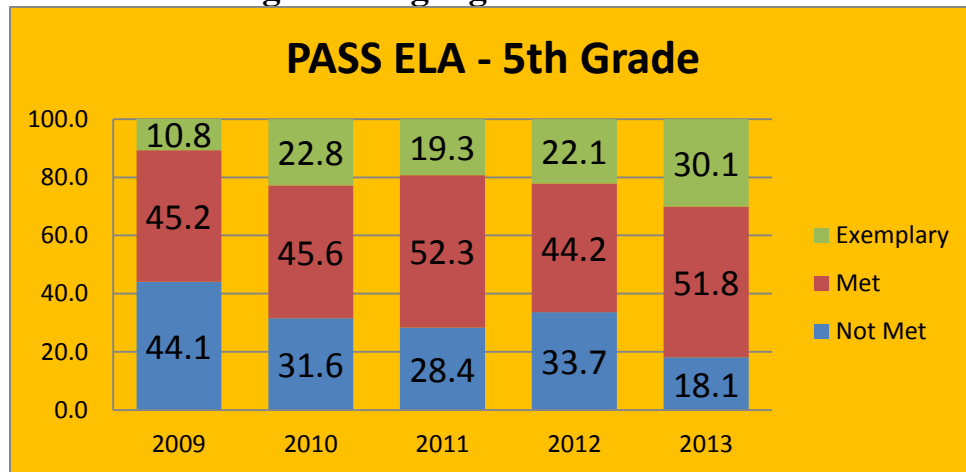
Social Studies

Social Studies had the highest percentage of met and exemplary for the fifth year of PASS testing. In 2012, 78% of our students scored at the met or exemplary levels. Our school decreased its score by 1.6% over the 2011 score. The annual measurable objective was 630 for Social Studies. Our school score was 641.7; we were 11.7 points above the goal. According to the Elementary School Matrix, our school met 93.33% of the Social Studies objectives. In 2013, the annual measurable objective was 635 for Social Studies. Our school score was 641.2; we were 6.2 points above the goal. According to the Elementary School Matrix, our school met 88.89% of the Social Studies objectives.

Writing

In 2012, 76.1% of students scored met and exemplary on the Writing portion of PASS. Our school decreased its score by .1% over the 2011 score. This is based on fifth grade only taking the Writing portion of PASS. In 2013, 70.8% of students scored met and exemplary on the Writing portion of PASS. Our school decreased its score by 5.3% over the 2012 score. This is based on fifth, fourth and third grades taking the Writing portion of PASS.

English Language Arts – 5th Grade



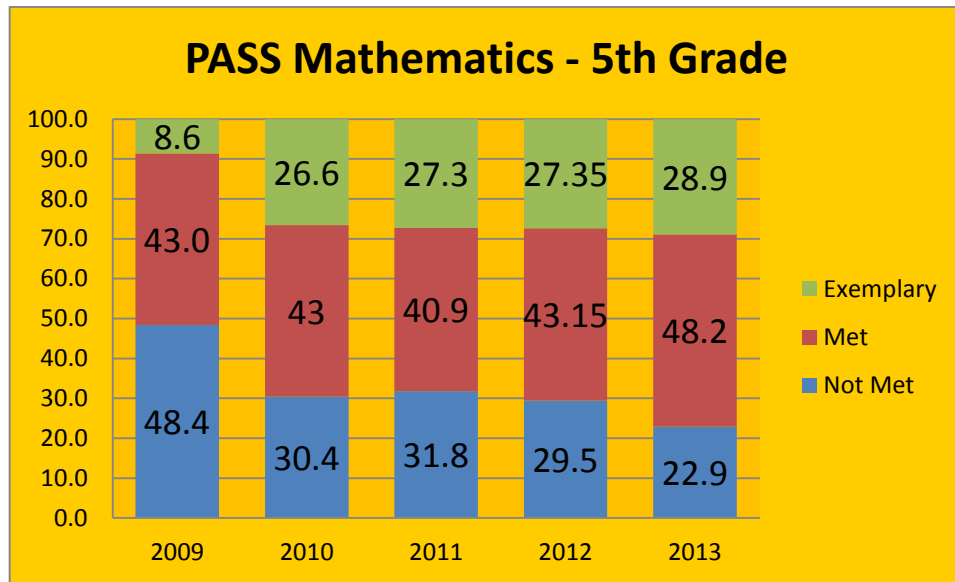
In 2013, Thomas E. Kerns' fifth grade ELA score was 81.9% in the categories of met and exemplary which was a 15.6% increase from the 2012 school year. The exemplary category increased for the second year in a row, and the not met category also decreased.

Writing – 5th Grade



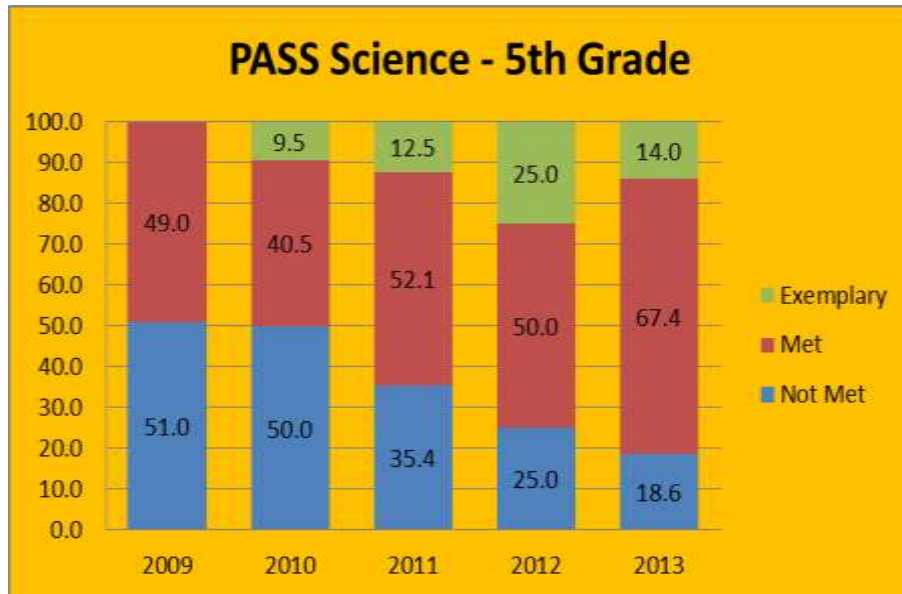
The fifth graders scored 73.8% in the categories of met and exemplary in 2013. Fifth grade increased 1.3% in the exemplary category. This trend continues to show improvement in the area of writing. There was a 2.5% increase in the not met category.

Math – 5th Grade



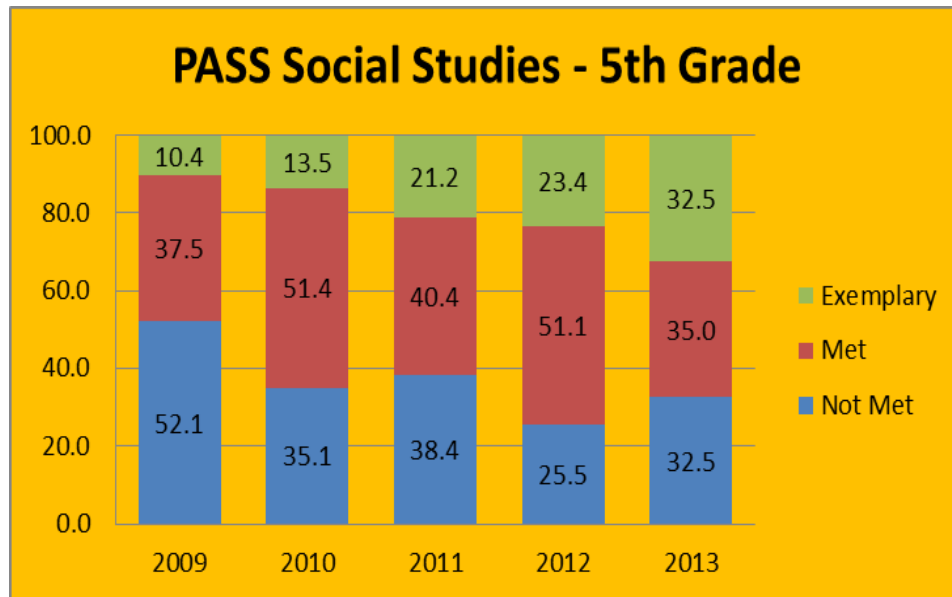
In 2013, the fifth graders scored 77.1% in the categories of met and exemplary. This was a 6.6% increase in the categories of met and exemplary. This is the second year in a row that the not met category has decreased.

Science – 5th Grade



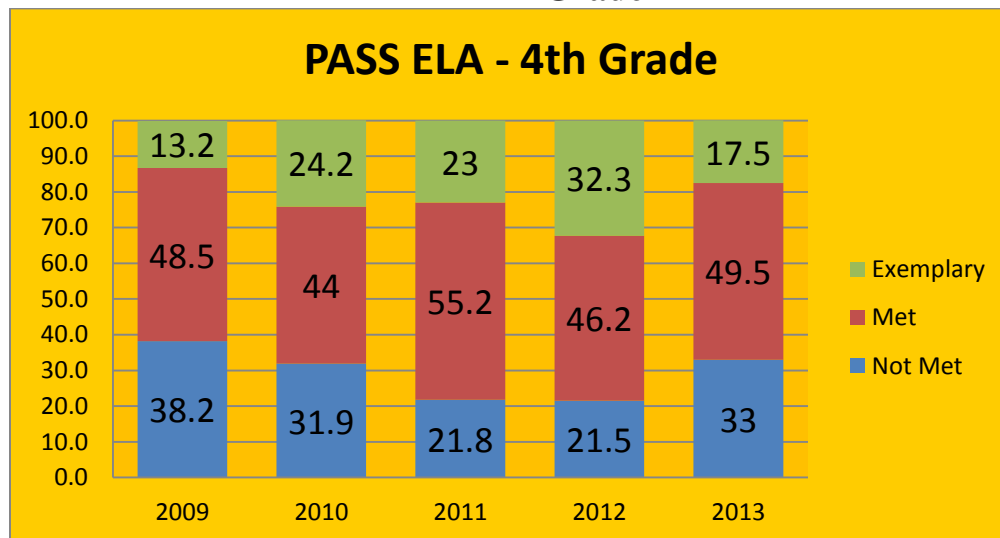
In 2009 and 2010, it was apparent that there was a great need for improvement in Science achievement. The fifth grade students scored 81.4% in the met and exemplary categories in 2013. The not met category decreased by 6.4%. We are pleased with the significant movement out of the not met category.

Social Studies– 5th Grade



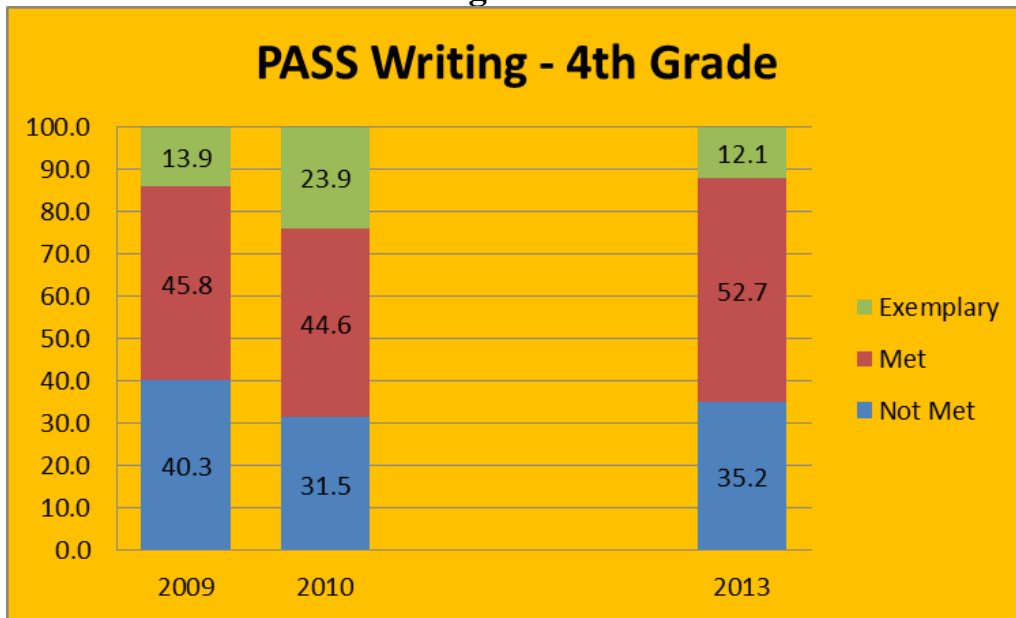
Students scored 67.5% in the met and exemplary categories in 2013. The exemplary category had an increase of 9.1%. The not met category also increased by 7%.

ELA – 4th Grade



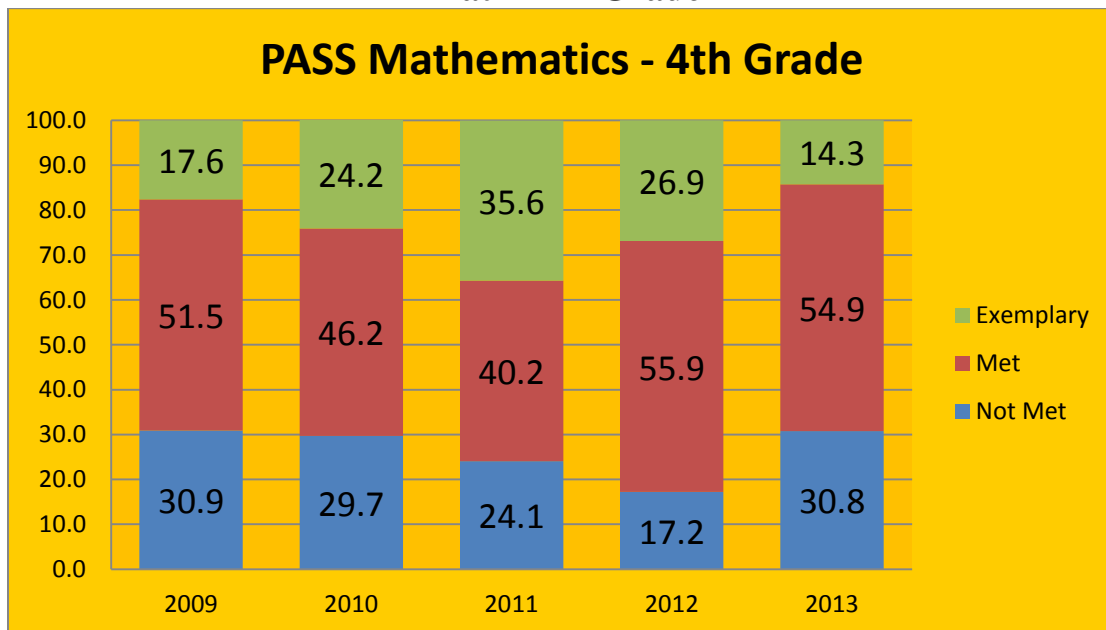
In 2013, Thomas E. Kerns' fourth grade ELA score was 77% in the categories of met and exemplary, which was an 11.5% decrease from the 2012 school year.

Writing – 4th Grade



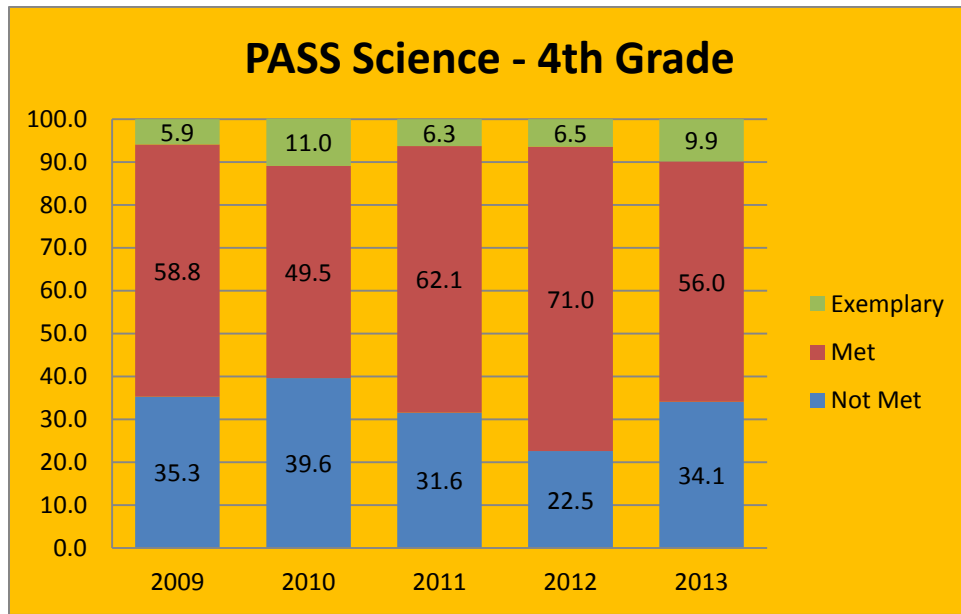
Fourth grade students were not tested in the area of writing for the 2011 and 2012 school years. Students scored 64.8% in the met and exemplary categories in 2013. This is a 3.7% decreased from 2010.

Math – 4th Grade



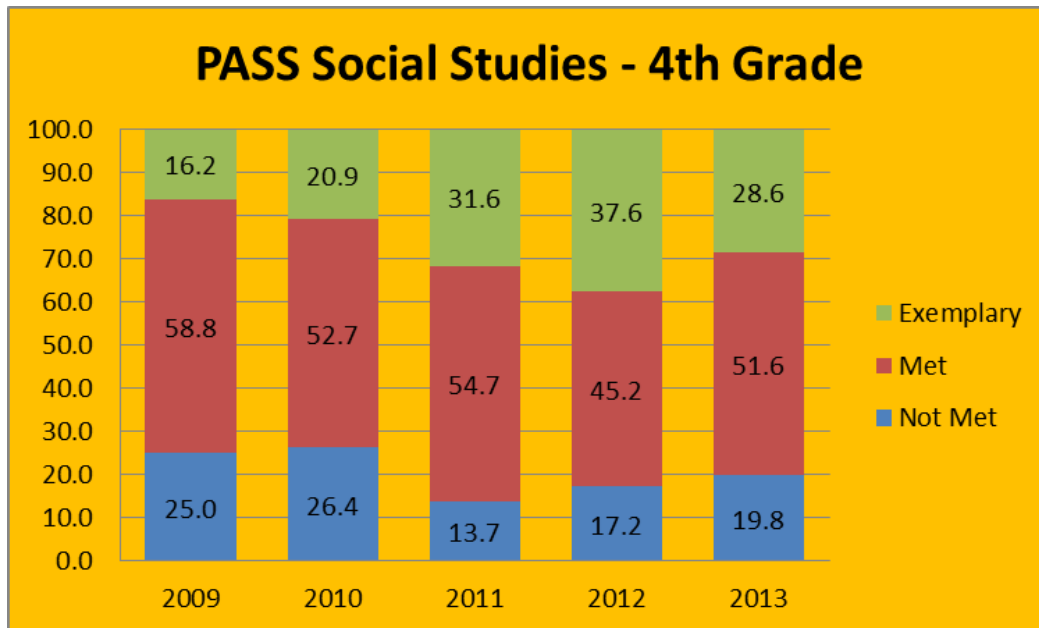
Fourth grade students scored 69.2% in the met and exemplary categories in 2013, which is a decrease of 13.6%. There is a trend of around 30% of students scoring in the not met category.

Science – 4th Grade



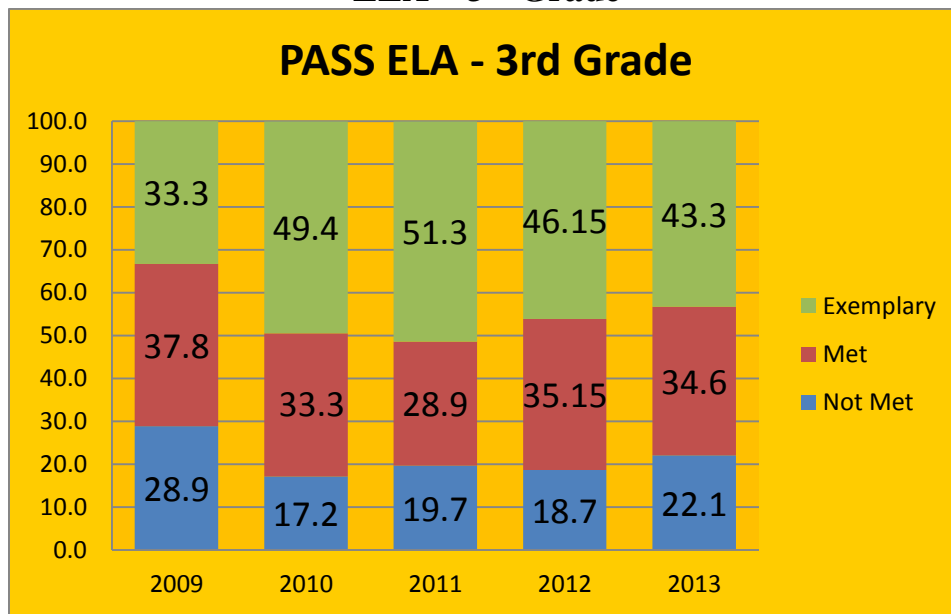
The fourth graders scored 65.9% in the met and exemplary categories in 2013. This is a decrease of 11.6%.

Social Studies – 4th Grade



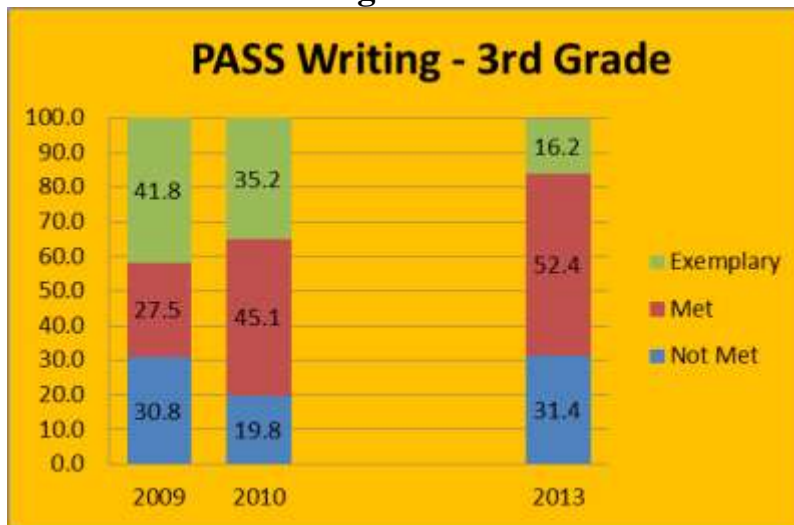
The strongest subject area was Social Studies for fourth grade in 2011, 2012, and 2013. The fourth graders scored 80.2% in the met and exemplary categories which is a decrease of 2.6%. Social Studies had a strong percentage in the met and exemplary categories.

ELA – 3rd Grade



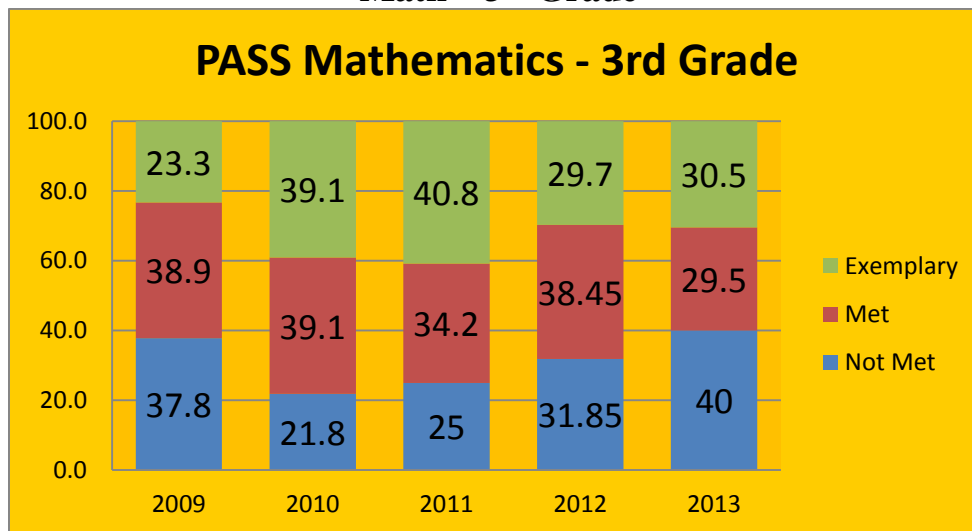
In 2013, third grade students scored 77.9% in the met and exemplary categories. This is a decrease of 3.4% from 2012.

Writing – 3rd Grade



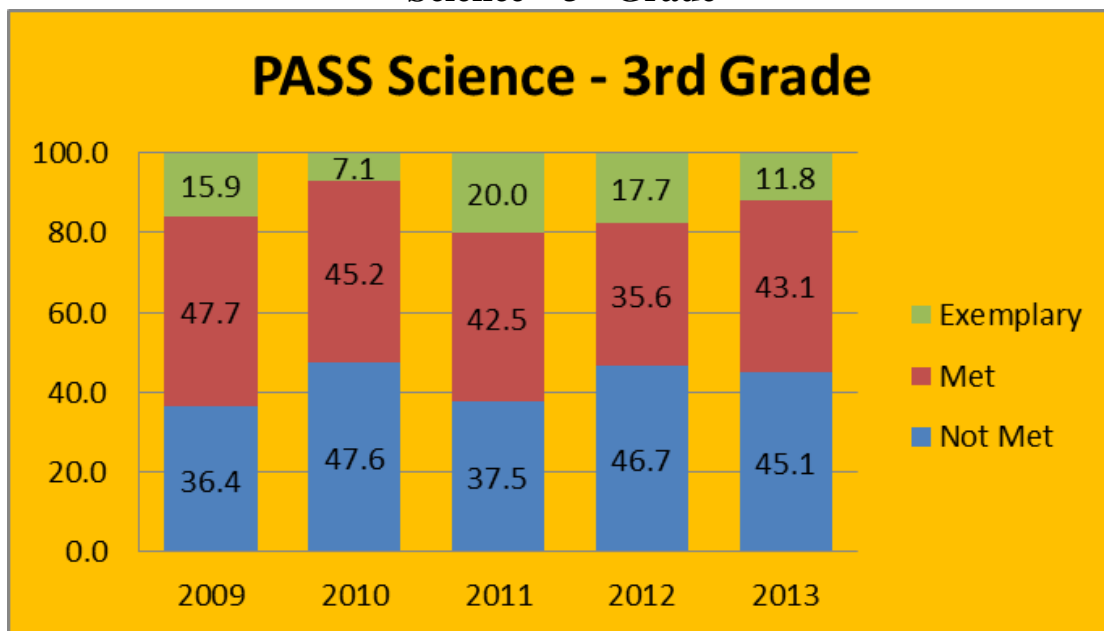
Third grade students scored 68.6% in the met and exemplary categories in 2013. This is a decrease of 11.6. Third grade students were not tested in the area of writing for the 2011 and 2012 school years.

Math – 3rd Grade



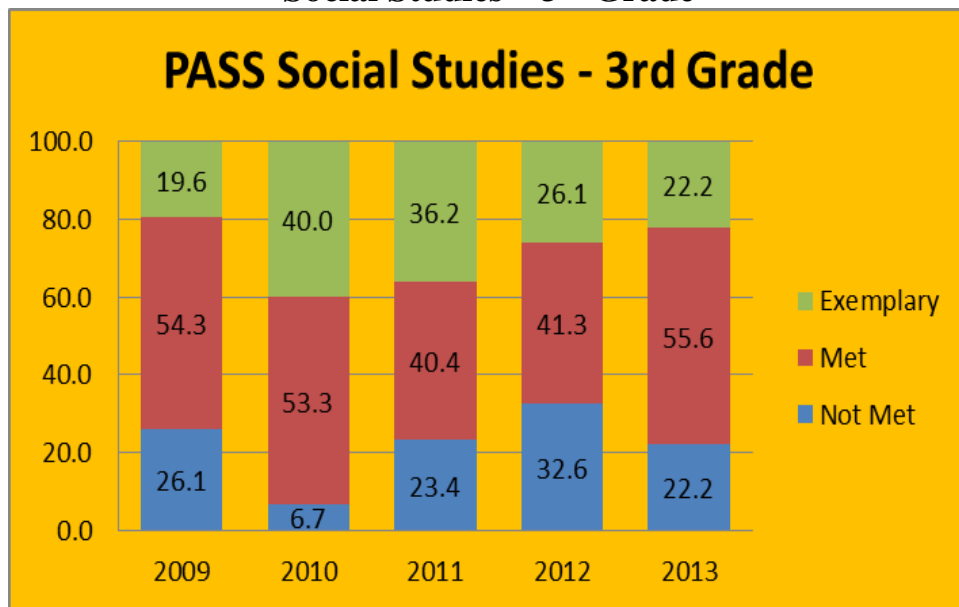
Third grade students scored 60.0% in the met and exemplary categories in 2013. This was a decrease of 8.1%. In the exemplary category, there was an increase of .8%. For the past three years, the not met category has increased. Our focus will be to decrease the not met category and increase the exemplary category.

Science – 3rd Grade



In 2013, third grade students scored 54.9% in the met and exemplary categories, which was an increase of 1.6%. Science was the weakest area for third grade.

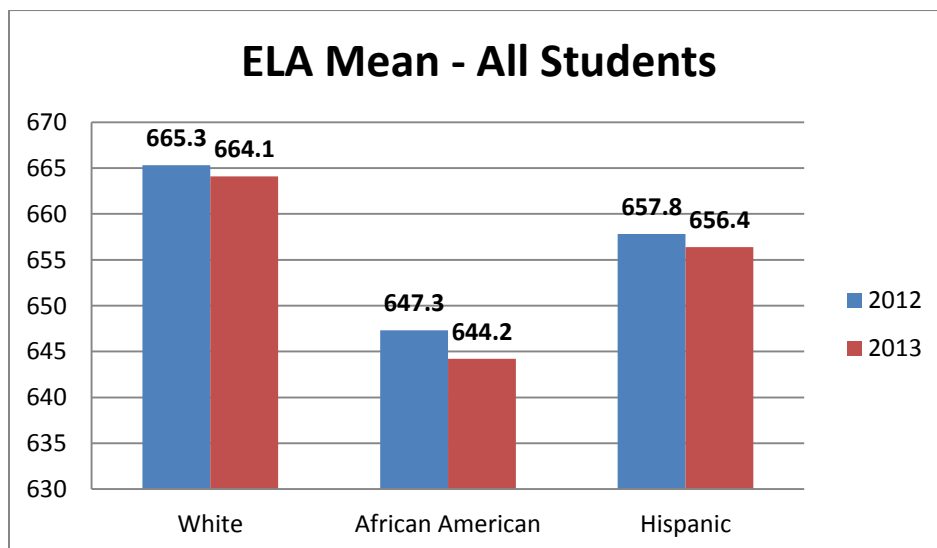
Social Studies – 3rd Grade



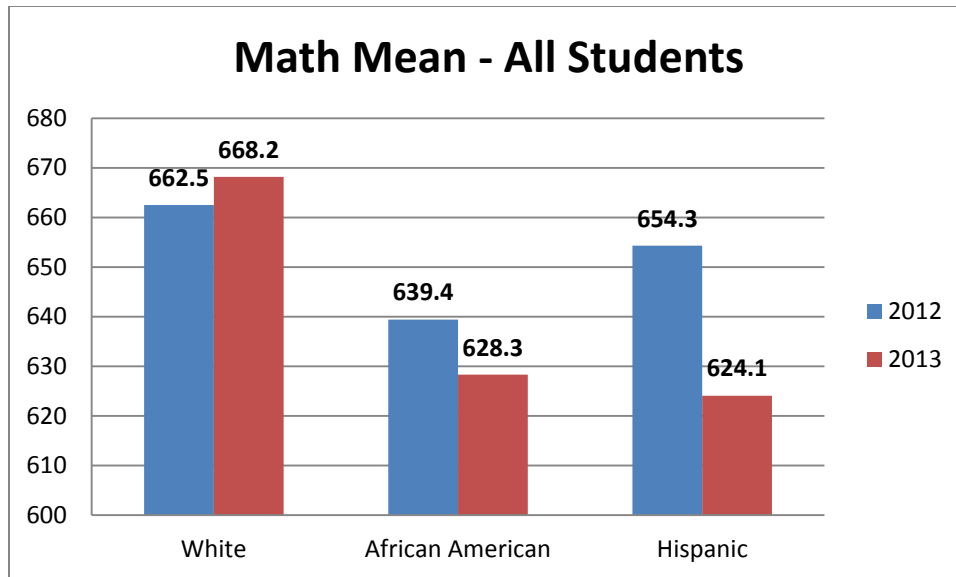
In 2013, third grade students scored 77.8% in the met and exemplary categories, which was an increase of 10.4%. The exemplary category has decreased for the past three years. We want to increase the exemplary and continue to decrease the not met.

Overall Results Disaggregated by Ethnicity

Thomas E. Kerns Elementary School has a majority population of African American students followed by a minority of White and Hispanic students. Our Hispanic population is growing. In 2010-2011, of the 282 students tested, 53 students were White, 49 were Hispanic, and 180 were African American. The following graphs show a comparison of how our White, Hispanic, and African American students performed in 2012 and 2013.



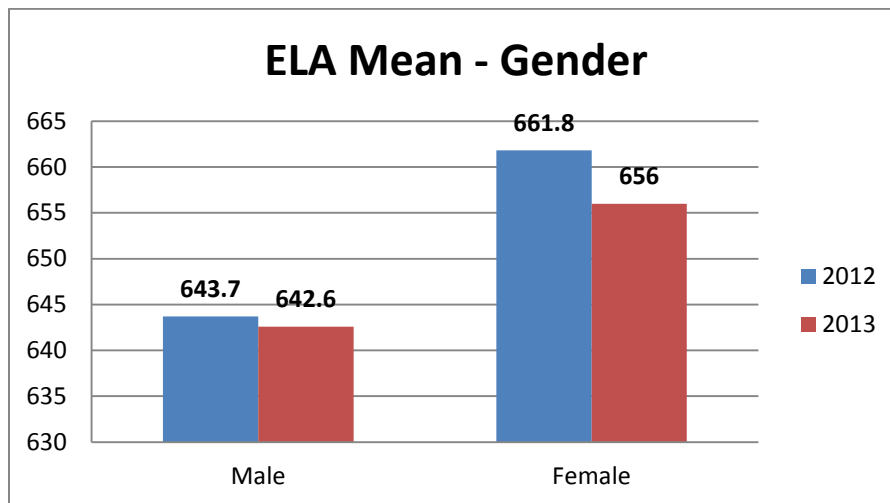
In 2013, ELA PASS scores showed that our White subgroup had the highest mean score of 664.1 with the African American subgroup being the lowest score of 644.2. The difference between the two subgroups was 19.9 points. To meet the ESEA waiver, the subgroups had to score 635. The White, African American and Hispanic subgroups for ELA all surpassed the score of 635.



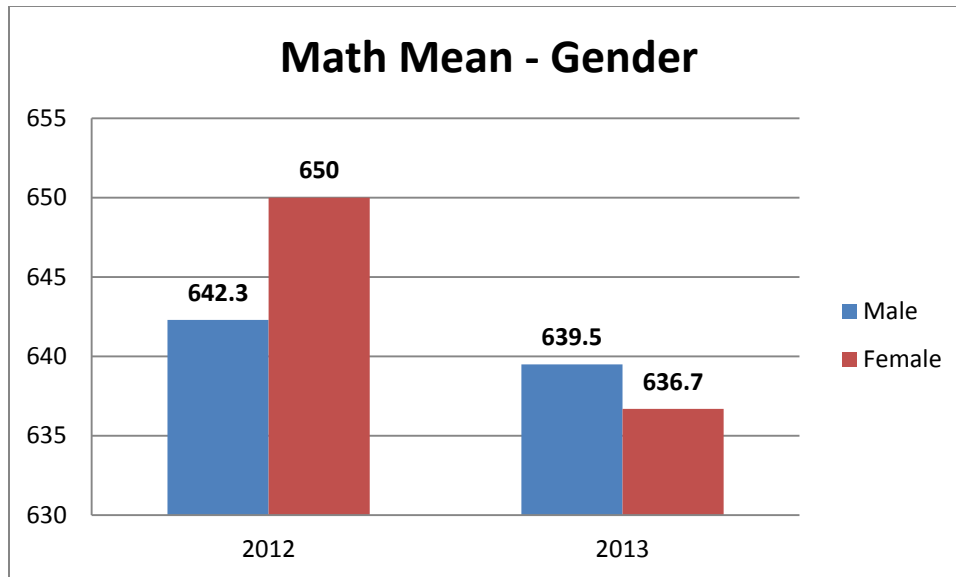
In 2013, Math PASS scores showed that our White subgroup had the highest mean score of 668.2 with the African American subgroup being the lowest score of 628.3. The difference between the two subgroups was 39.9 points. To meet the ESEA waiver, the subgroups had to score 635. The White subgroup for Math surpassed the score of 635. The African American and Hispanic subgroups decrease this year and did not meet the score of 635.

Overall Results Disaggregated by Gender

In 2013 the testing population for the Math and ELA portions of the test was 278 students. When looking at the results disaggregated by gender in 2013, there is a discrepancy between the two populations. The graphs below shows a comparison of how males and females performed on the ELA and Math portion of the 2012 and 2013 PASS test.



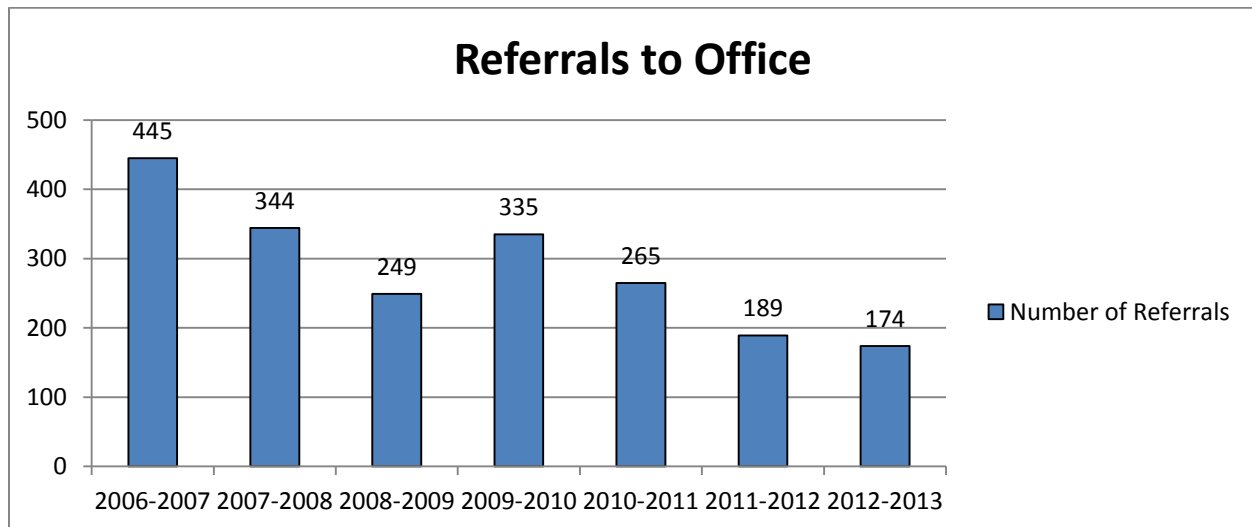
In 2013 the females scored 13.4 points higher than the males. This is a decrease of 4.7 points from 2012. To meet the ESEA waiver, the subgroups had to score 635. The Male and Female subgroups for ELA all surpassed the score of 635.



The Math portion of PASS revealed an increase in discrepancy between the sexes. There was a 13.3 point difference between the two subgroups. To meet the ESEA waiver, the subgroups had to score 635. The Male subgroup increased by 7.7 points. The Female subgroup decreased by 2.8 points. The Male and Female subgroups for math all surpassed the score of 635.

Root Causes of Poor Student Achievement

As a staff, Thomas E. Kerns Elementary teachers recognized that behavior was a significant contributing factor to low student achievement. We had a large number of student referrals in 2006-2007 school year. The staff decided to implement a school-wide behavior management system. During the summer of 2007, the staff studied and created the PBIS system for our school. The following data shows a comparison of discipline referrals for the 2006-2007 through 2012-2013 school years.



The PBIS Leadership Team continuously analyzes the data. While not every discipline problem is reported by referral, the administrative assistant tracks behavior interventions through the use of a Major Behavior form. For the past five years our whole staff has been implementing Positive Behavior Intervention Supports (PBIS) to decrease the number of student referrals and discipline problems. In 2007-2008, the reported discipline referrals decreased to 344. In 2008-2009, the reported discipline referrals dropped again to 249. The number of referrals increased to 335 in 2009-2010. At that point we had a new administrator handling discipline. In 2010-

2011, referrals decreased to 265. For the 2012-2013 school year, our referrals was the lowest with only 174 referrals. Our school is still working to lower the number of referrals. This data shows that PBIS is a positive force in our school with our students.

Staff Next Steps

Despite the hard work of Thomas E. Kerns Elementary staff, 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. In 2009-2010, the school made AYP. In 2011-2012, the ESEA Waiver was used. Our overall weighted points were 93.8 and our overall grade conversion was an A. An 'A' means that our school performance substantially exceeds the state's expectations. In 2012-2013, our overall weighted points were 82.8 and our overall grade conversion was a B. A 'B' means that our school performance exceeds the state's expectations. 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. 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 new approaches, including:

1. Implement strategies based on data, i.e. Small Group Instruction
2. Using the Learning Focused Format to teach lessons
3. PBIS, continue with teacher training and implementation
4. Continue to implement additional quality tools
5. Document gains in student achievement
6. Make sure all staff are trained in areas of implementation
7. Teachers model instructional strategies in faculty in-services
8. Teacher collaboration with other specialty areas
9. Implement peer-coaching opportunity to go in other classrooms
10. Observe other successful schools/programs similar to the make-up of Thomas E. Kerns
11. Unify teaching strategies through grade level planning time
12. Implement vertical grade level planning throughout the year
13. Implement Data Teams

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

- *The continuation of Fountas and Pinnell's model of Balance Literacy for ELA instruction
- *RTI teachers work with at-risk kindergarten, first, second, and third grade students
- *Implement the Common Core State Standards according to the district plan over the next few years
- *Continue to utilize technology in the teaching process (ex. Smart Board, Promethean Board, Activ Expressions, etc.)

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

- *Explanation of changes in the state standards as they affect changes in the teaching process
- *Continued unified implementation of Every Day Counts Calendar Math
- *Implement the Common Core State Standards according to the district plan over the next few years
- *Increase use of manipulatives to teach math concepts
- *Implement strategies from Confer & Ramirez's *Small Steps, Big Changes*
- *Effective small groups to help students at different levels of Achievement (Grades 3-5)
- *Continue to utilize technology in the teaching process (ex. Smart Board, Promethean Board, Activ Expressions, etc.)

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
- *Using leveled readers that correlate with science and English language arts standards
- *Continue to utilize technology in the teaching process (ex. Smart Board, Promethean Board, Activ Expressions, etc.)
- *Encourage participation in the After School Program at RMSC

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. Smart Board, Promethean Board, Activ Expressions, 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, such as Differentiated Instruction. 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 every teacher is teaching to the standards.

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 three resource teachers, one full-time and two part-time to work with students with learning disabilities. Speech services are also offered by one full-time and three part-time speech teachers. These teachers work primarily in collaboration with classroom teachers, and sometimes pull out students to work on skills. We also have a self-contained LD/SC Neuro class and a developmentally delayed class. 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 the A-Team. The purpose of the team is to try to match student needs with resources that are available through the school, district, or community. In 2008-2009 an A-Team interventionist was added to the staff to work with 35 identified K5 students for early prevention. In 2009-2010 only one interventionist was working with identified first graders to increase success in reading.
- In 2011-2012, our school increased the level of support in intervention. We have two full time interventionists who work with kindergarteners, first and third graders. We also have four classrooms with intervention teachers. We continued this model during the 2012 and 2013 school years.

ESOL teachers serve our students identified as having English as their second language to help them transition in to the English language.

Summary of Progress

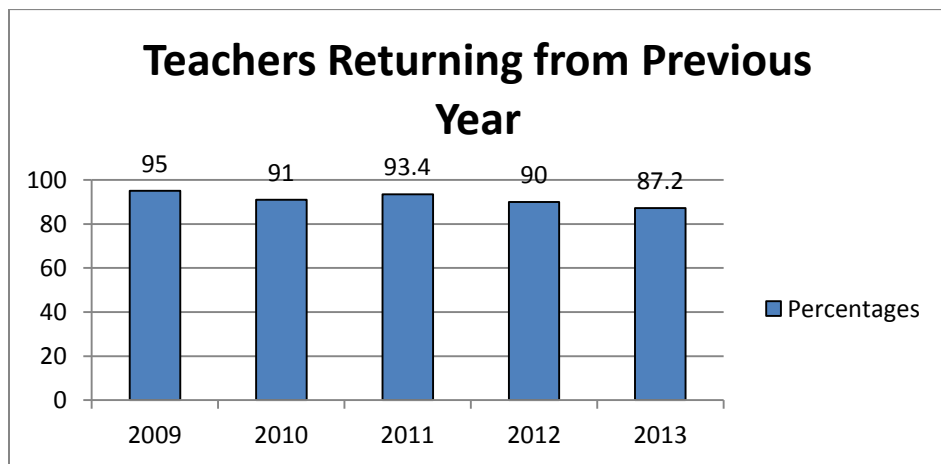
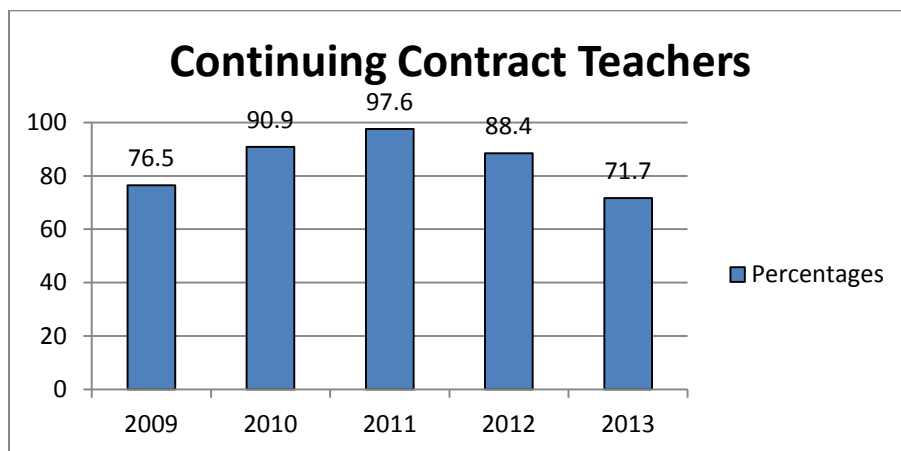
We have a clear path for increasing student achievement laid out before us. We know how to implement content and performance standards in our classrooms. We have continued additional support in reading for low-achieving students, broadened hands-on learning in the classrooms, and small groups. We are learning to effectively study our student achievement results along with our school processes.

Teacher and Administrator Quality

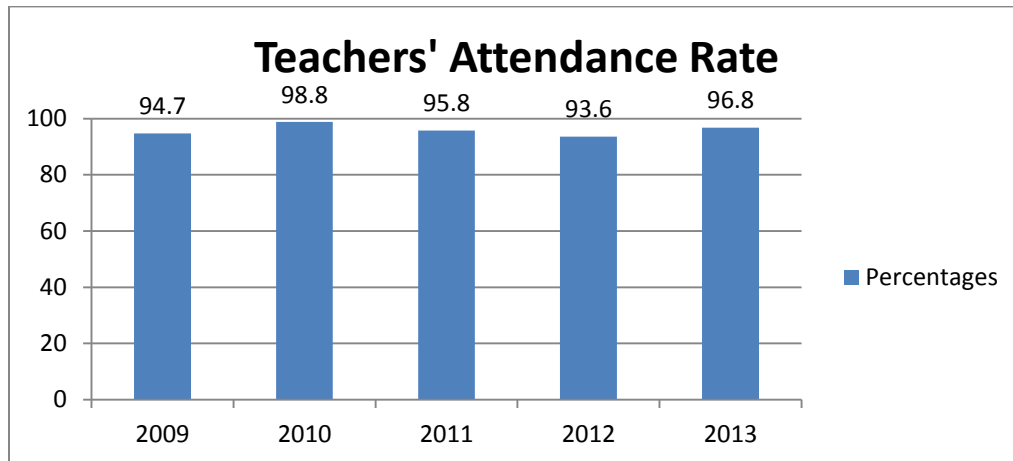
In the fall of 2013, the staff of Thomas E. Kerns Elementary School reiterated its vision to increase student achievement. From that vision, goals, objectives, and strategies were developed in the comprehensive school-wide improvement plan. Implementation of the improvement plan will help to bring an increase in achievement for our students.

Teacher retention

The graphs below show that Thomas E. Kerns has a decrease in retention rate of teachers. The shifts that have happened are related to moves, retirements, or baseline shifts that have caused us to excess. Thomas E. Kerns has several new teachers who are in the process of obtaining continuing contract status.

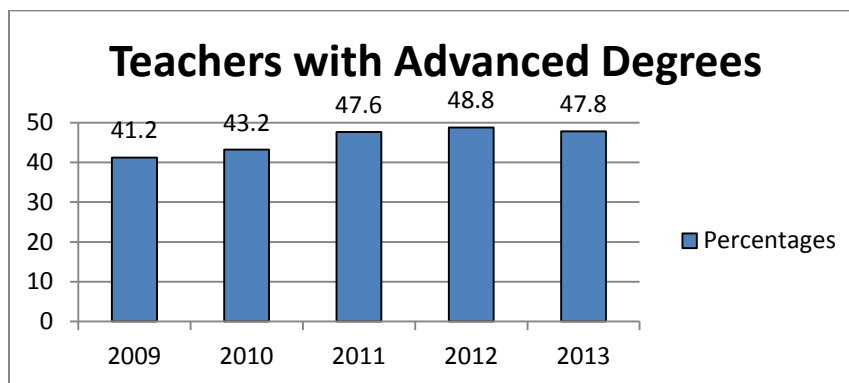


Teacher attendance



In 2013, our teachers' attendance rate was 96.8%. This was an increase of 3.2%. We are above the median elementary school percentage of 95.0%.

Teachers with advanced degrees

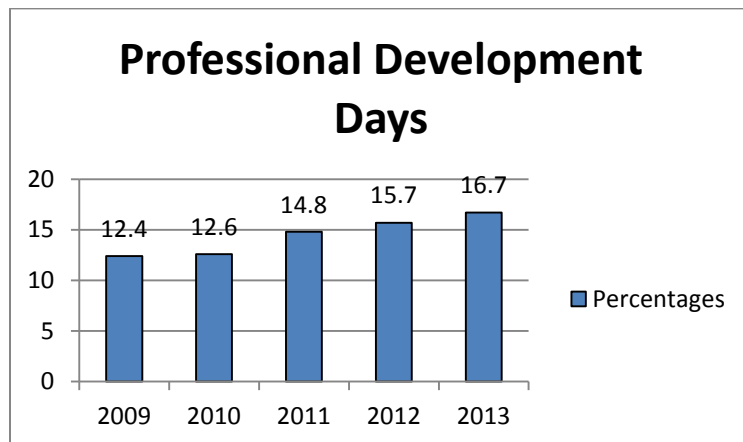


The staff of Thomas E. Kerns continues to grow in professional development in the earning of advance degrees. In 2013, we had 47.8% of teachers with advance degrees. This is a decrease of 1.0%.

Teacher certification

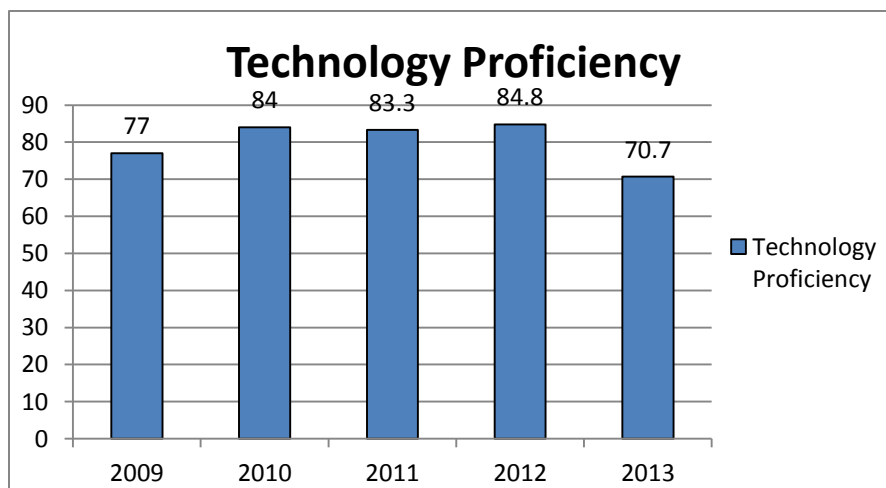
All teachers work in the field of their certification, and all teachers have been highly qualified since the opening of Thomas E. Kerns in 2006.

Professional development



Each year we are seeing an increase in the number of professional days that teachers are using for the improvement of classroom instruction. The addition of district funding support in 2011 has helped us meet this goal. In 2013, we continue to advance our knowledge using professional days for training in Fountas and Pinnell.

Technology proficiency



In 2013, 70.7% of our teachers are technology proficient. Thomas E. Kerns has several new teachers who are in the process of obtaining continuing contract status. They must have their continuing contract before working on technology proficiency. Our goal is to have every teacher in our school technology proficient.

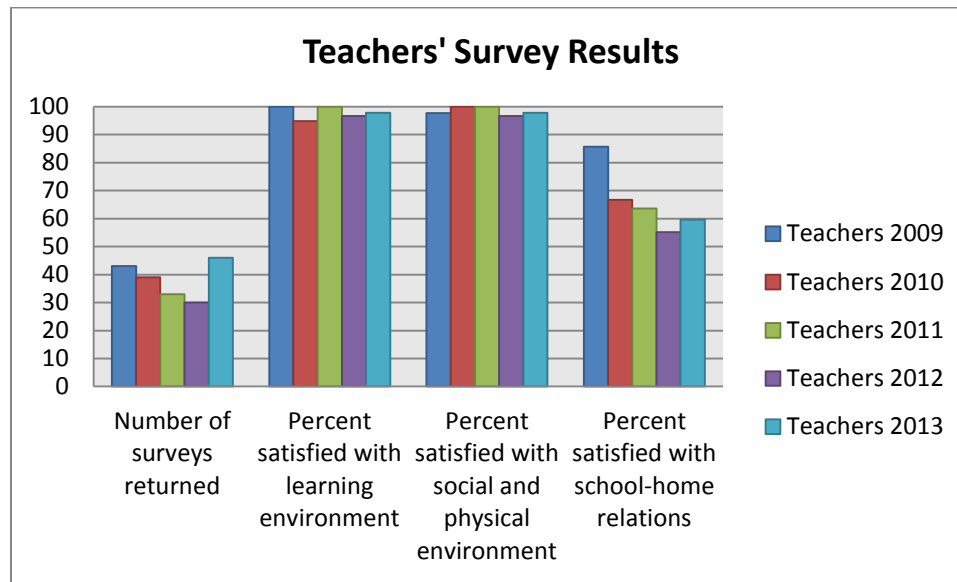
Summary of Progress

Thomas E. Kerns Elementary School strives for excellence in all areas, including holding teachers to a high standard. The retention and attendance rates reflect the school climate. Our high retention rate has remained above 90% for the past five years, while our attendance rate slightly decreased in 2011 and 2012.

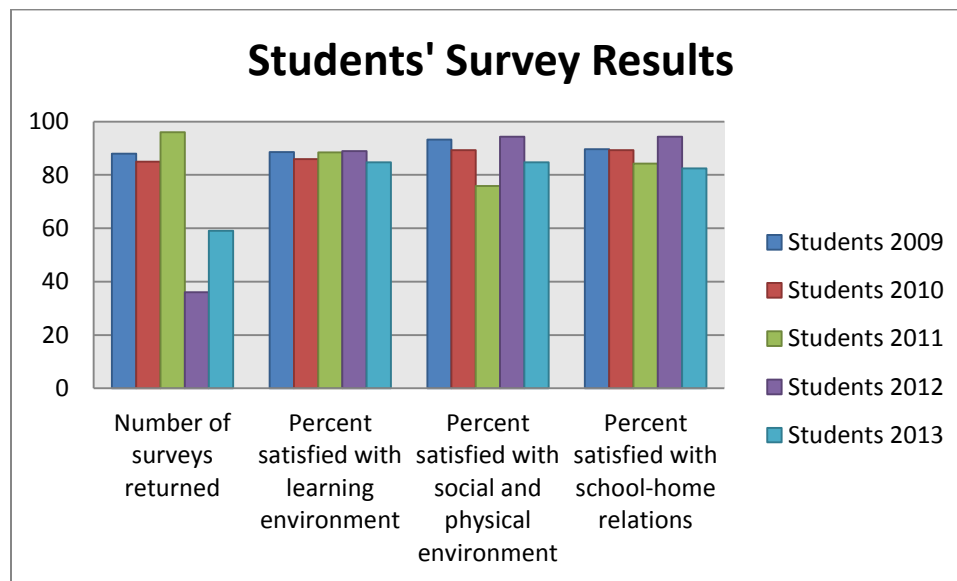
Teachers at Thomas E. Kerns are all highly qualified. Many have advanced degrees and several are in the process of acquiring a higher level of education. To maintain proficiency and skills, all teachers attend professional development during scheduled faculty meetings and also attend workshops off contract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

School Climate

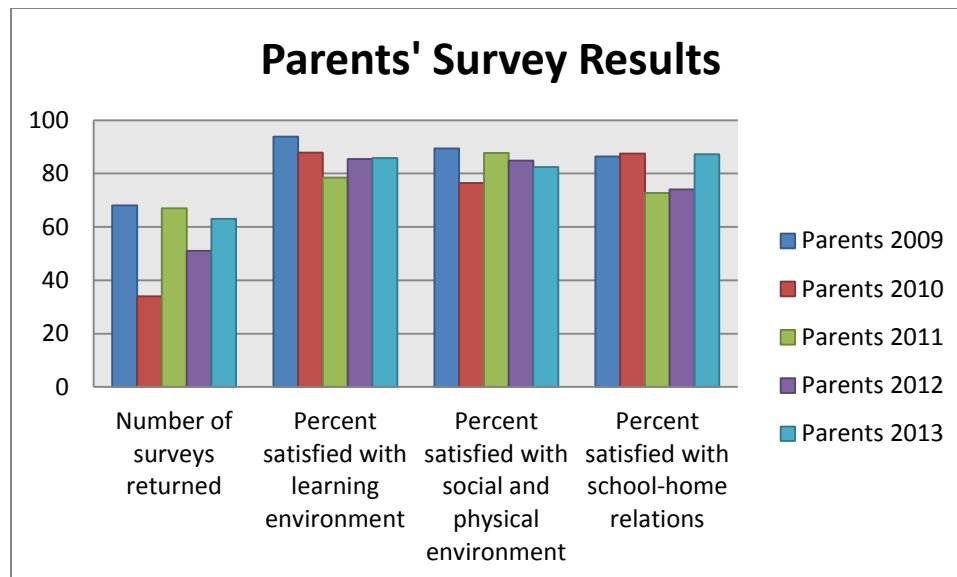
School Report Card Survey Results



Survey results show that teachers are satisfied with the learning environment as well as the social and physical environment. There was an increase in the number of surveys returned and in the satisfied with school-home relations. The low numbers in attendance at curriculum-focused training events and parent conferences is a factor in teachers not rating satisfied with school-home relations as high.

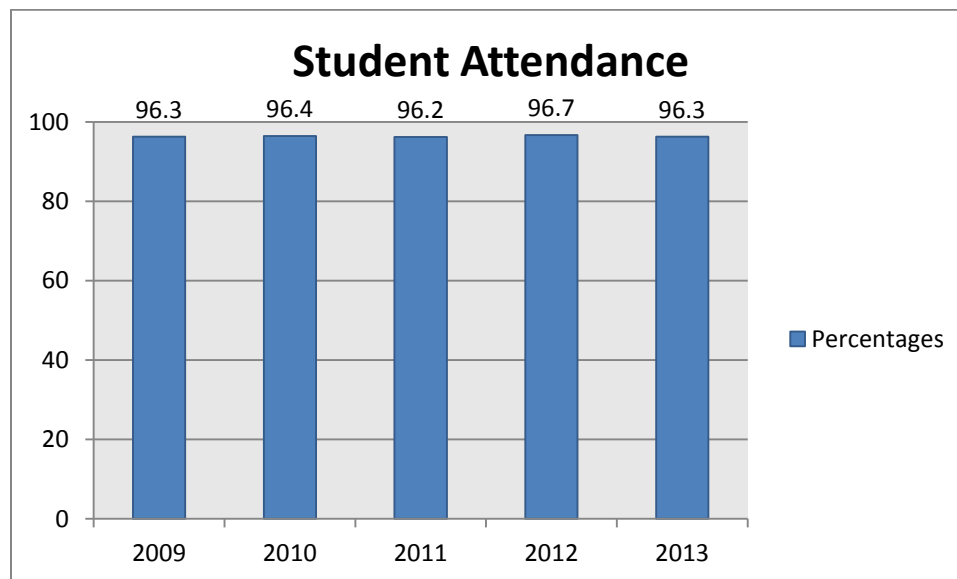


The students' survey results went down in satisfied with learning environment, social and physical environment, and school-home relations in the 2013 school year. We had an increase in the number of students taking the survey.



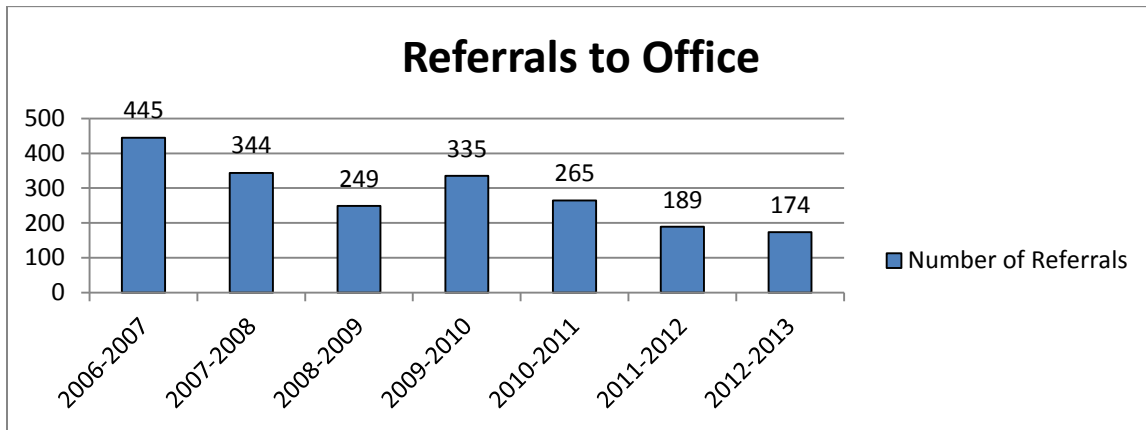
In 2013, there was an increase with satisfied with school-home relations of 13.3%. The school is working to improve school-home relations by implementing many of the ideas that were suggested by our parents. Unfortunately, even these events have not been well attended.

Student Attendance



Each year our student attendance maintains around 96%. This exceeds the state objective of 94%.

Discipline Data



Our staff implemented PBIS behavior management system in 2007-2008. We decreased by 101 referrals in our first year. The trend continued in 2008-2009 when we decreased by 95 referrals. In 2009-2010, we increased by 86 referrals under the leadership of a new administrator. For the past three years our referrals have decreased.

Summary of Progress

An increased number of surveys were returned from teachers. All were satisfied with the learning, social and physical environments. Even though there was a slight increase, teachers are still not satisfied with school-home relations.

More students returned their survey than in 2012. The students' survey results went up down satisfied with learning environment, social and physical environment, and school-home relations in the 2013 school year.

School-home relations increase for parents. The school is working to improve school-home relations by implementing many of the ideas that were suggested by our parents. The survey results shows that the parents are please with the efforts that the school are making.

Our attendance exceeds the state objective of 94%.

Discipline data shows a reduction in the number of referrals to the office. Ultimately the goal of discipline is to create a safe productive learning environment for all those involved. Our school is showing great gains.

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 76.1% in 2012 to 81.1% in 2018.

ANNUAL OBJECTIVE: Annually increase by 1 percentage point(s) 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	77.1	78.1	79.1	80.1	81.1
School Actual	76.1	70.6					
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.

☒ 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 76.0% in 2012 to 81.0% in 2018.

ANNUAL OBJECTIVE: Increase by 1 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	78.0	79.0	80.0	81.0
School Actual	76.0	77.6					
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.

☒ 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	652.2	649.4					
Male	643.7	642.6					
Female	661.8	656.0					
White	665.3	664.1					
African-American	647.3	644.2					
Asian/Pacific Islander	N/A	N/A					
Hispanic	657.8	656.4					
American Indian/Alaskan	N/A	N/A					
Disabled	614.3	602.2					
Limited English Proficient	653.4	654.7					
Subsidized Meals	651.1	648.8					

SCHOOL NAME Thomas E. Kerns

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					
Male	665.7	666.7					
Female	676.8	677.6					
White	685.1	684.6					
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 74.5% in 2012 to 79.5% in 2018.

ANNUAL OBJECTIVE: Increase by 1 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	75.5	76.5	77.5	78.5	79.5
School Actual	74.5	69.7					
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	645.3	638.1					
Male	642.3	639.5					
Female	650.0	636.7					
White	662.5	668.2					
African-American	639.4	628.3					
Asian/Pacific Islander	N/A	N/A					
Hispanic	654.3	65.8					
American Indian/Alaskan	N/A	N/A					
Disabled	603.2	601.6					
Limited English Proficient	653.5	650.2					
Subsidized Meals	643.8	637.6					

SCHOOL NAME Thomas E. Kerns

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	100.0	100.0					
Male	100.0	100.0					
Female	100.0	100.0					
White	100.0	100.0					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100.0	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	100.0	100.0					
Limited English Proficient	100.0	100.0					
Subsidized Meals	100.0	100.0					

SCHOOL NAME Thomas E. Kerns

% 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	100.0					
White	99.9	100.0					
African-American	99.8	99.9					
Asian/Pacific Islander	99.8	100.0					
Hispanic	99.9	99.8					
American Indian/Alaskan	100.0	100.0					
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	100.0	100.0					
Male	100.0	100.0					
Female	100.0	100.0					
White	100.0	100.0					
African-American	100.0	100.0					
Asian/Pacific Islander	N/A	N/A					
Hispanic	100.0	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	100.0	100.0					
Limited English Proficient	100.0	100.0					
Subsidized Meals	100.0	100.0					

SCHOOL NAME Thomas E. Kerns

% 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	100.0					
Male	99.9	99.9					
Female	100.0	100.0					
White	100.0	99.9					
African-American	99.9	99.9					
Asian/Pacific Islander	100.0	100.0					
Hispanic	99.9	100.0					
American Indian/Alaskan	100.0	100.0					
Disabled	99.8	99.7					
Limited English Proficient	99.9	100.0					
Subsidized Meals	99.9	100.0					

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 % 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 71.6% in 2012 to 76.6% in 2018.

ANNUAL OBJECTIVE: Increase by 1 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	72.6	73.6	74.6	75.6	76.6
School Actual	71.6	68.5					
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	622.6	615.3					
Male	621.9	614.4					
Female	623.4	616.1					
White	634.6	629.9					
African-American	618.6	610.6					
Asian/Pacific Islander	N/A	N/A					
Hispanic	624.3	624.1					
American Indian/Alaskan	N/A	N/A					
Disabled	548.5	582.1					
Limited English Proficient	624.2	624.5					
Subsidized Meals	620.8	615.1					

SCHOOL NAME Thomas E. Kerns

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 78.0% in 2012 to 83.0% in 2018.

ANNUAL OBJECTIVE: Increase by 1 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	79.0	80.0	81.0	82.0	83.0
School Actual	78.0	77.9					
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	641.7	641.2					
Male	639.0	635.5					
Female	644.6	647.3					
White	651.0	663.1					
African-American	640.0	635.7					
Asian/Pacific Islander	N/A	N/A					
Hispanic	640.4	640.2					
American Indian/Alaskan	N/A	N/A					
Disabled	607.1	606.7					
Limited English Proficient	632.6	640.7					
Subsidized Meals	639.4	642.0					

SCHOOL NAME Thomas E. Kerns

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	40 th %tile	39 th %tile	46 th %tile				
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	28 th %tile	27 th %tile	28 th %tile				
Mathematics Problems Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	25 th %tile	24 th %tile	28 th %tile				

SCHOOL NAME Thomas E. Kerns

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	67 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	49 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	57 th %tile				

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Weekly meetings with IC	2012-2018	Instructional Coach	\$0.00	N/A	Agendas, sign-in sheets
Integrating writing across the curriculum	2012-2018	Instructional Coach	\$0.00	N/A	Lesson plans, observations
Focus on district/state writing rubric	2012-2018	Instructional Coach	\$0.00	N/A	Lesson plans, observations
Provide professional development with District Elementary ELA consultant	2012-2018	Instructional Coach/District Consultant	\$0.00	N/A	Sign-in sheets
Develop school-wide writing plan	2012	Instructional Coach	\$0.00	N/A	Agendas
Extended day program for grades 2-5	2012-2018	Title I Facilitator	\$13,539	Title I/SIF	Compass Learning, Teacher evaluations
In-services on <i>Balanced Literacy</i>	2012-2014	Instructional Coach	\$164,020	District Title I	Sign-in sheets
Everyday Counts Calendar Math	2012-2018	District, Faculty and Staff	\$0.00	N/A	Teacher lesson plans and observations
Implementation of instructional practices learned through in-services with District Elementary Math consultant	2012-2018	Judy Mulkey	\$0.00	N/A	Sign-in sheets

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Annually meet or exceed the district required minimum of 24 hours of professional development during each school year.

ANNUAL OBJECTIVE: Annually meet or exceed the district required minimum of 24 hours of professional development during each school year.

DATA SOURCE(S): Portal printouts of professional development.

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	24	24	24	24	24
Actual	42	42	39				

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
In-services on <i>Balanced Literacy</i>	2012-2014	Instructional Coach	\$164,020	District Title I	Sign-in sheets
Common Core	2012-2018	Instructional Coach	\$0.00	N/A	Agendas, sign-in sheets
Weekly meetings with IC	2012-2018	Instructional Coach	\$0.00	N/A	Agendas, sign-in sheets
Integrating writing across the curriculum	2012-2018	Instructional Coach	\$0.00	N/A	Lesson plans, observations
Focus on district/state writing rubric	2012-2018	Instructional Coach	\$0.00	N/A	Lesson plans, observations
Focus on math	2012-2018	Instructional Coach	\$0.00	N/A	Lesson plans, observations
Annual training of staff in PBIS strategies	2012-2018	PBIS Leader	\$0.00	N/A	Observations, WOWs, Purr Paws

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	96.7	96.3					
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: Increase the percent of parents who are satisfied with the learning environment from 85.4% in 2012 to 90.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment.

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	86.4	87.4	88.4	89.4	90.4
School Actual	85.4	85.8					
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: Increase the percent of students who are satisfied with the learning environment from 83.5% in 2012 to 85.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually students who are satisfied with the learning environment.

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	83.5	84.0	84.5	85.0	85.5
School Actual	88.9	84.7					
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: Increase the percent of teachers who are satisfied with the learning environment from 92.5% in 2012 to 94.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually teachers who are satisfied with the learning environment.

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	92.5	93.0	93.5	94.0	94.5
School Actual	96.7	97.8					
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: Increase the percent of parents who indicate that their child feels safe at school from 91.9% in 2012 to 94.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 percentage point(s) annually parents who indicate that their child feels safe at school.

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	92.4	92.9	93.4	93.9	94.1
School Actual	91.9	92.1					
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: Increase the percent of students who feel safe at school during the school day from 94.2% in 2012 to 95.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .2 percentage point(s) annually students who feel safe at school during the school day.

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	94.4	94.6	94.8	95.0	95.2
School Actual	94.2	81.3					
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: Increase the percent of teachers who feel safe at school during the school day from 89.6% in 2012 to 94.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90.6	91.6	92.6	93.6	94.6
School Actual	89.6	100					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Annual training of staff in PBIS strategies	2012-2018	PBIS Leader	\$0.00	N/A	Observations
Universal free breakfast for all students	2012-2018	FANS Susan Moore Interim manager	\$450.00 per day	National School Lunch Program	Number eating
Intervention conferences with those who have more than 3 consecutive or 5 unexcused absences.	2012-2018	Title I Social Worker	\$0.00	N/A	Log of intervention conferences
Annual training of students in PBIS strategies	2012-2018	PBIS Leader	\$0.00	N/A	Observations
Increase parent involvement	2012-2018	PTA President	\$0.00	N/A	Log of volunteer hours
Curriculum Nights	2012-2018	Instructional Coach	\$0.00	N/A	Attendance

[2012-2013 School Report Card](#)

[2012-13 ESEA \(Federal Accountability Rating System\)](#)