

Robert E. Cashion Elementary School
School

Mrs. Shirley Chapman
Principal

Greenville County School District
School System

Mr. Burke Royster
Superintendent

Action Plan
2014-15 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

(MANDATED COMPONENT)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Robert E Cashion Elementary School

DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*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. Saylors		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Shane Kenney		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Shirley Chapman		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS:1500 Fork Shoals Road Greenville,SC 29605

SCHOOL'S TELEPHONE: (864) 355-8000

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

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>Shane Kenney</u>
3. Parent/Guardian	<u>Pamela lewis</u>
4. Community Member	<u>Beth McKelvey</u>
5. School Improvement Council	<u>Nicole Penge</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. Revonda Bradshaw
TEACHER	Mrs. Ashley Brown
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
TEACHER	Mrs. Megan Crump
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
TEACHER	Ms. Katie Hansel
SECRETARY	Ms. Donna Dudley
TEACHING ASSISTANT	Ms. Avie Gainey
TEACHER	Ms. Molly Graves
TEACHING ASSISTANT	Ms. Cheryl Guarino
CUSTODIAN	Ms. Mattie Harris
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. Elizabeth Muir
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
TEACHER	Ms. Ellen Sisk
NURSE	Ms. Julie Smith
CAFETERIA	Ms. Linda Sullivans.
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 Easley
TEACHER	Ms. Mandie Wilmott
Instructional Coach	Ms. Kathy Woodward
PARENT	Mrs. Denisha Carson
PARENT	Mrs. Pamela Lewis
PARENT	Mrs. Nicole Penge

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.

X 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).

X 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.

X 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.

X Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

X Parenting and Family Literacy

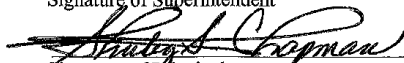
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the 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.

X 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


Signature of Principal

Date



Date

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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 702 students (11/24/14) 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 state test 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 state test 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 state test
- By grade band (elementary), meet the required annual measurable objectives (AMOs) in mathematics as measured by the state test.
- 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(Iowa) in grade 2.
- Achieve an annual student attendance rate of 95%
- All teachers will participate in ongoing professional development for South Carolina State and Fauntas 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

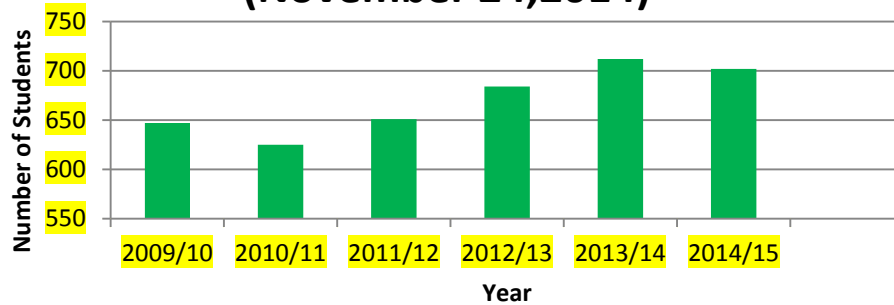
Robert E. Cashion is a kindergarten through grade five public school built in 2003 that currently houses 702 (11/24/2014) students and 56 full-time instructional staff members and paraprofessionals. The facilities at Robert E. Cashion consist of 44 classrooms, a cafeteria/auditorium, gymnasium, media 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.

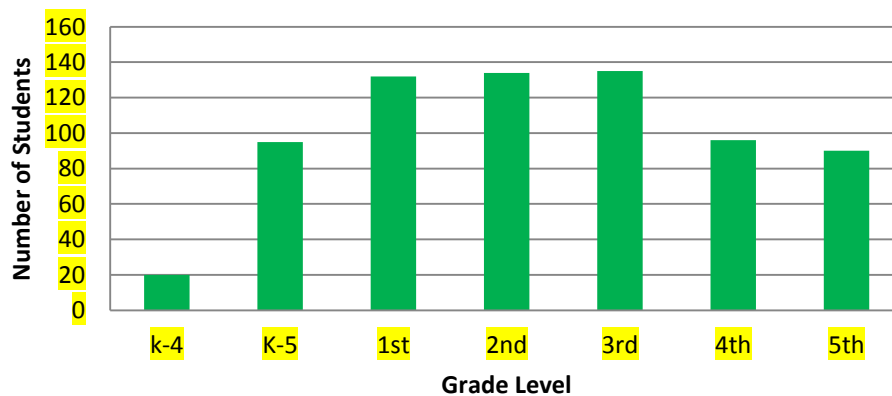
A diverse population exists within our school which includes the following student breakdown: 342 African Americans, 7 Asians, 88 Hispanics, 217 Whites, 3 American Indian, and 45 students of two or more races. There are 321 females and 381 males with a total student population of 702 students. Sixty-nine 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

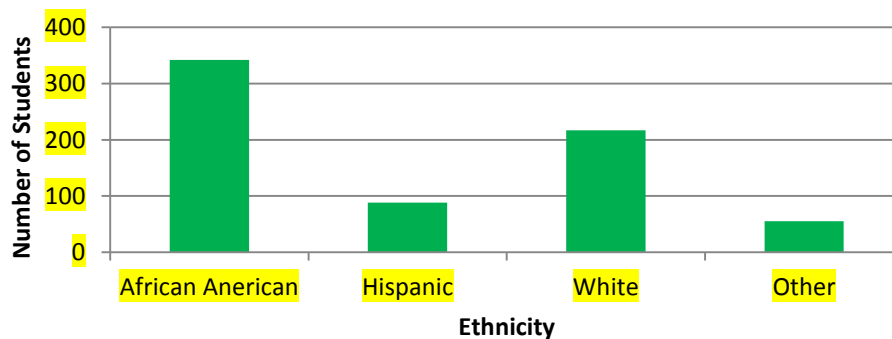
Chart Population Growth Robert E. Cashion Elementary (November 24,2014)

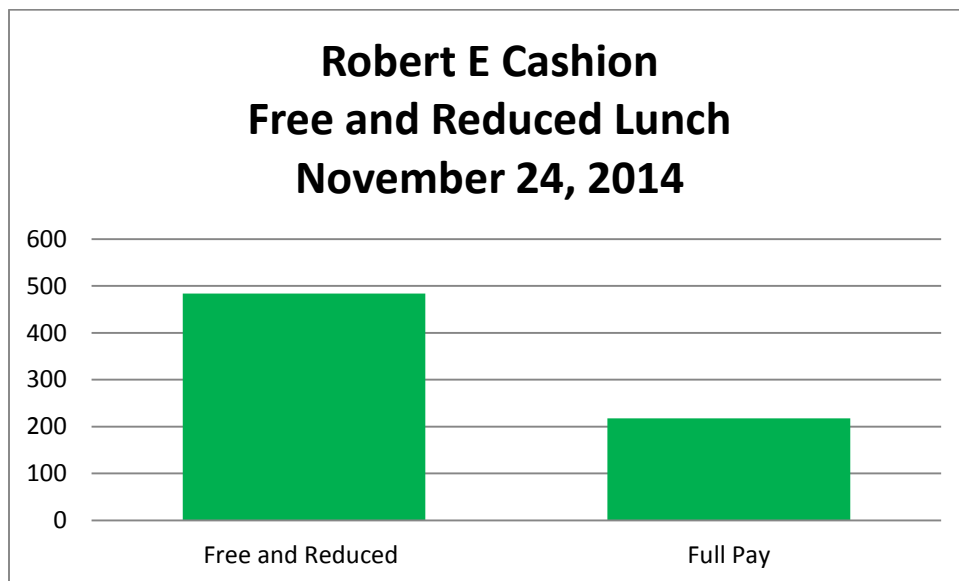
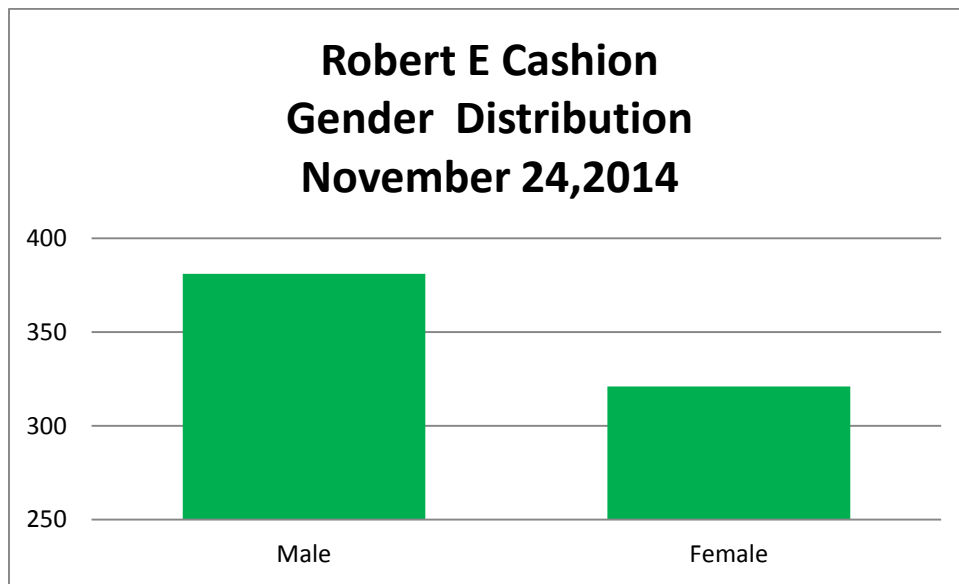


Student Enrollment by Grade Level 2014-2015



Ethnic Distribution Robert E Cashion Elementary 2014-2015





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

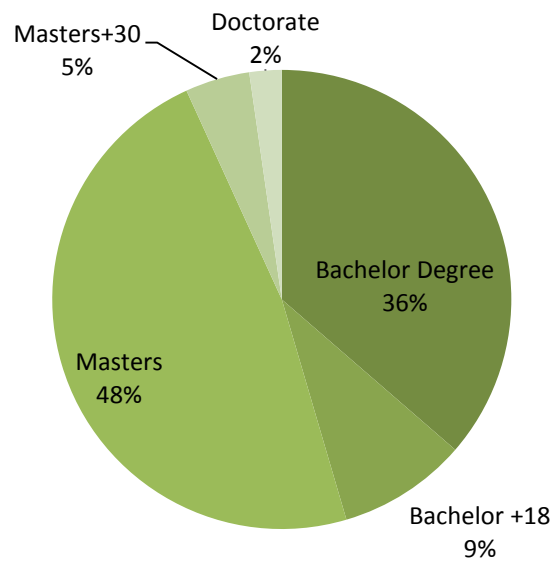
The staff includes the principal, assistant principal, 31 regular classroom teachers, a full time reading interventionist, 4 special education teachers, an instructional coach, a guidance counselor, 2 speech/language therapists, a media specialist, an art teacher, a music teacher, a physical education 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	0	2	1	0	0	1	0
1st	1	2	1	3	0	0	0
2nd	1	0	2	1	1	1	0
3rd	2	4	0	0	0	0	0
4th	1	1	1	0	0	1	0
5th	2	1	0	1	0	0	0
OTHER	0	4	0	4	2	1	1
TOTAL	7	15	5	9	3	4	1

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

Highest Degrees held by teachers



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 an 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 where she continues to serve.

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 four precious grandchildren, Cameron, Christian, Shirlynn, and Braylen. She enjoys reading, painting, solving crossword puzzles, and traveling.

Assistant Principal – April Frederiksen



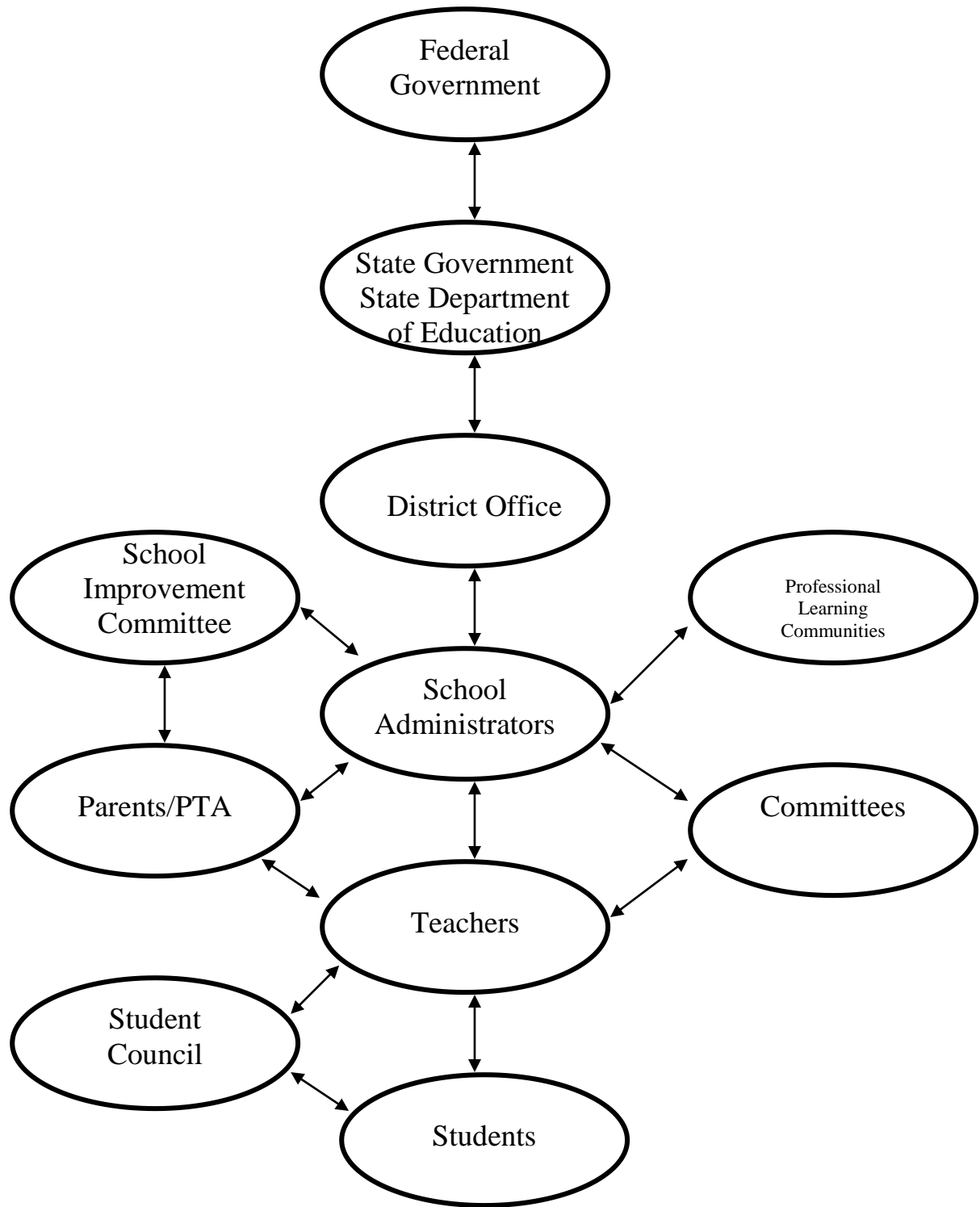
Robert E. Cashion's Assistant Principal is Mrs. April Frederiksen. Mrs. Frederiksen is a product of Greenville County Schools. She is married and is a proud mother of four children. She received her Bachelor of Arts degree in Elementary Education from Clemson University and a Master of Arts Degree in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

Mission, Vision and Beliefs

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.

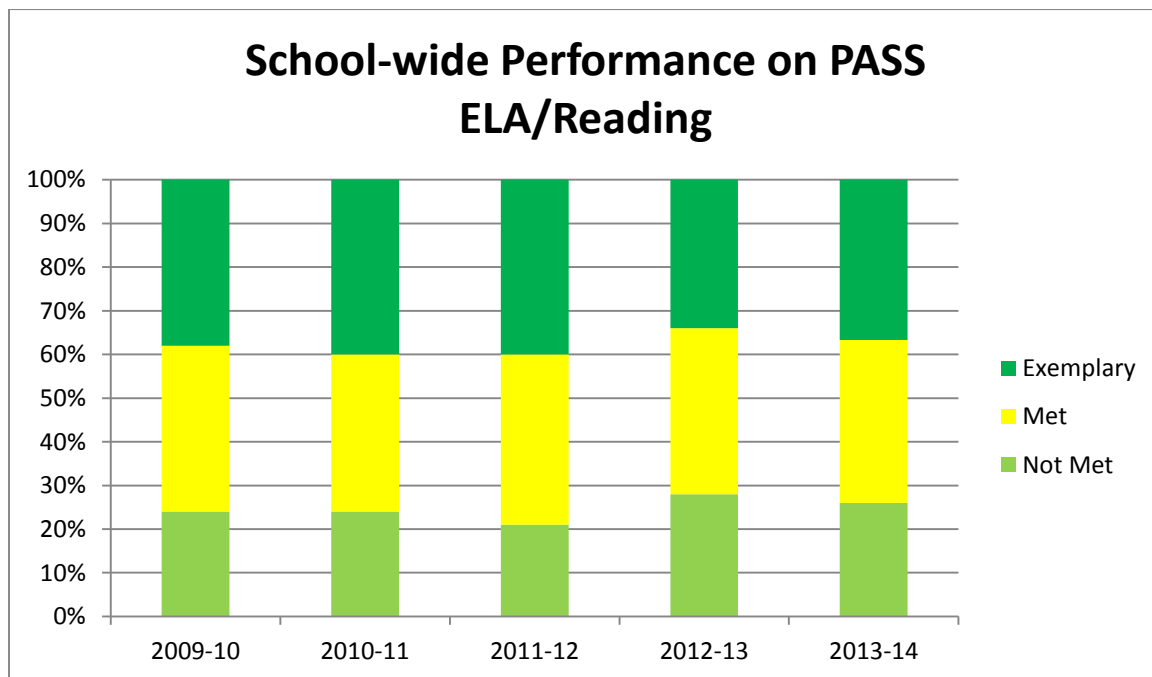
- The total school environment needs to be inviting and stimulating in order to create eager learners.
- All cultures have value.
- Everyone is unique and worthy of respect.

Data Analysis and Needs Assessment

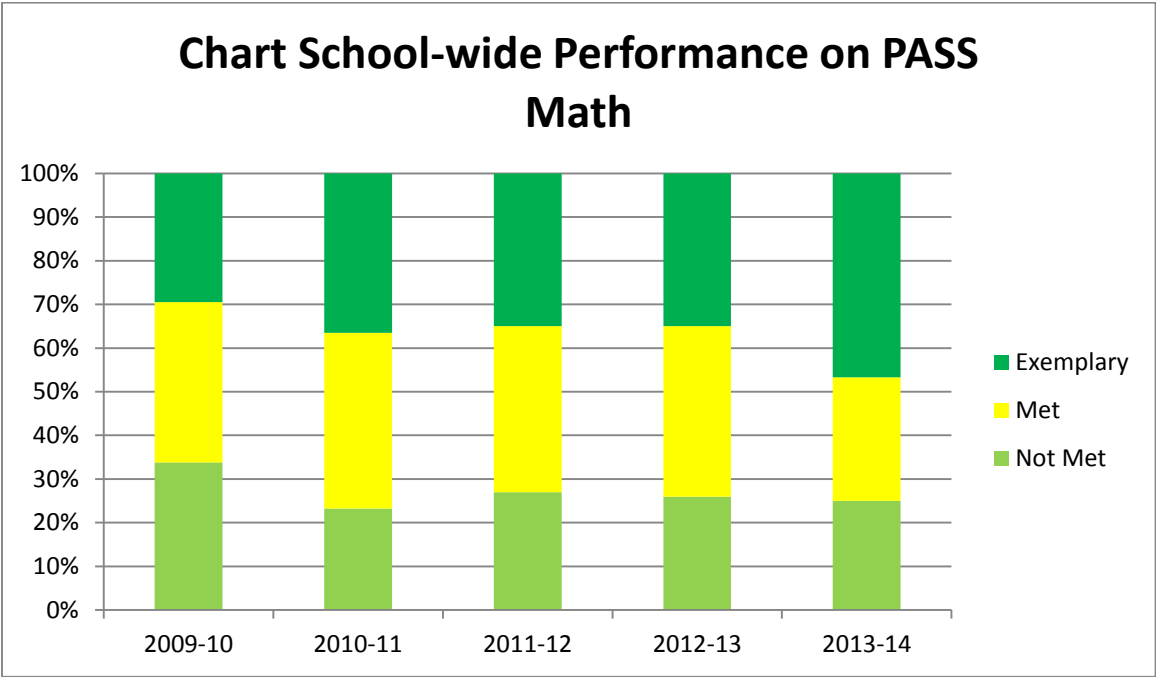
Student Achievement Needs Assessment

- As a result of the self-study process we will continue to meet the needs of a diverse learning group. Based on test data there is a strong need for the continued instruction of phonemic awareness and reading comprehension strategies. In addition, our test data indicates a need to address the achievement gap for our minority and subsidized lunch populations.
- To address the academic needs of our students, the teachers at Robert E. Cashion use a variety of researched based and district endorsed programs including: Pat Cunningham's *Four Blocks Model*, *Fountas and Pinnell Guided Reading*, RTI Early Intervention Program, and *Every Day Counts Calendar Math*.

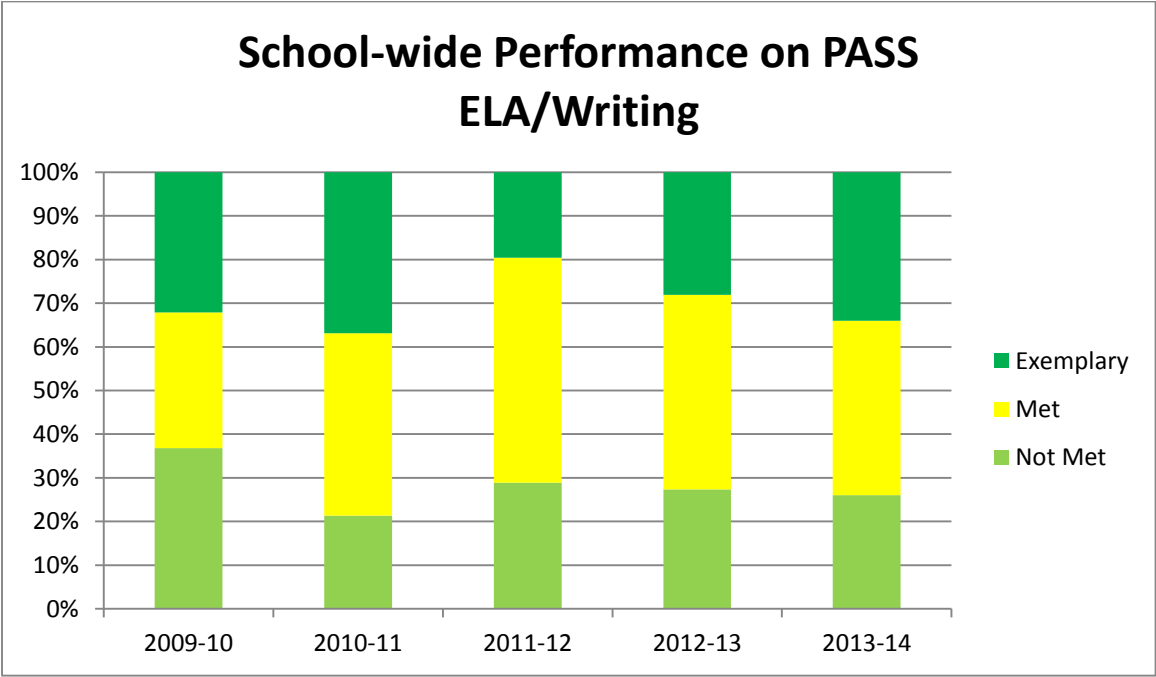
Student Achievement



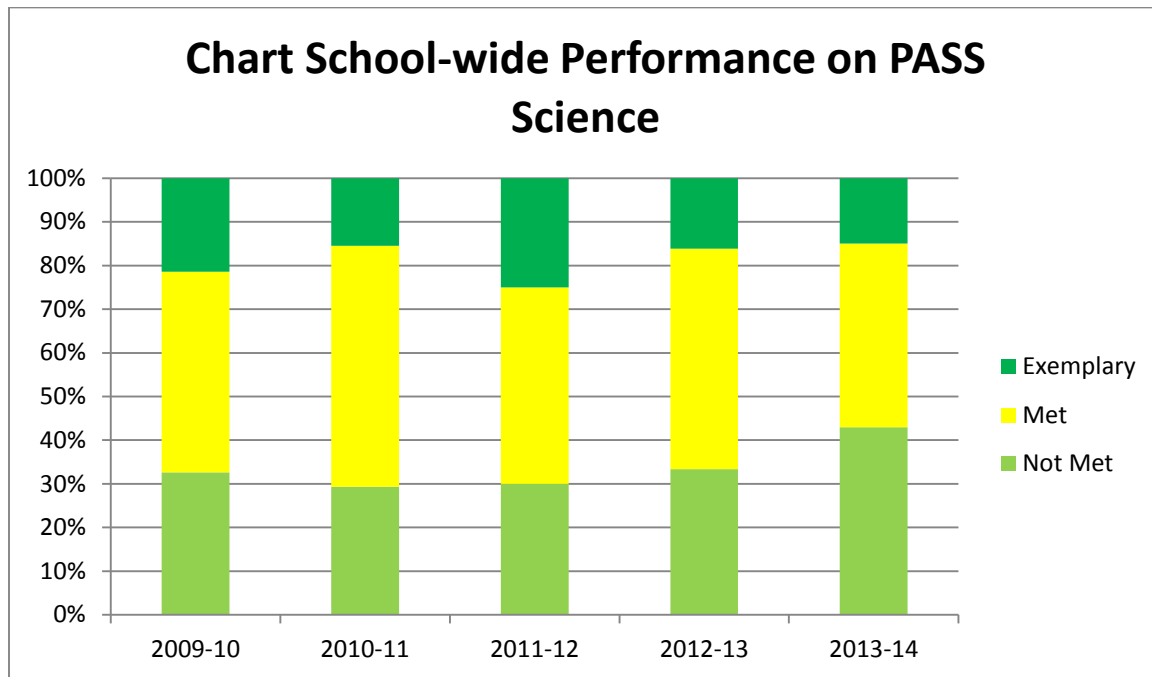
Performance has remained consistent over the past four years with a slight decrease in the not met category and a slight increase in the exemplary category in the past two years.



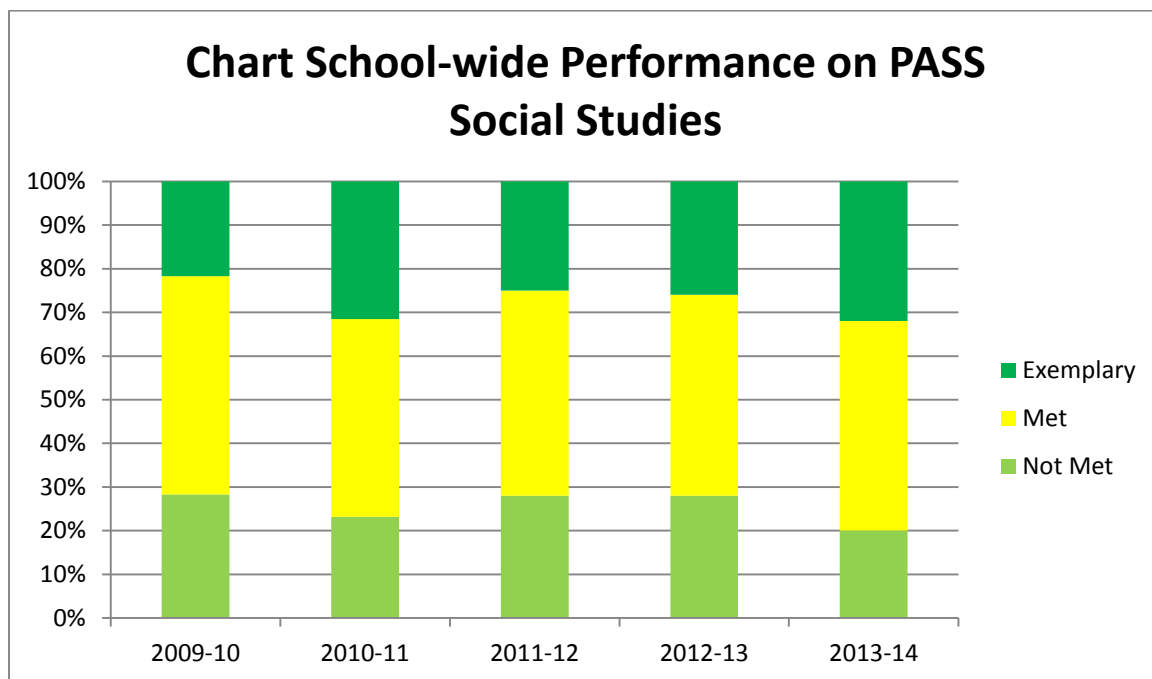
The percentage of students scoring exemplary on math has increased significantly while those in the not met category has shown a slight increase.



The exemplary writing scores have increased again, while there was a slight decrease in not met status. .



The percentage of students in the not met category increased while the exemplary category decreased.



The percentage of students in the Not Met category on Social Studies decreased, and the exemplary status increased.

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.

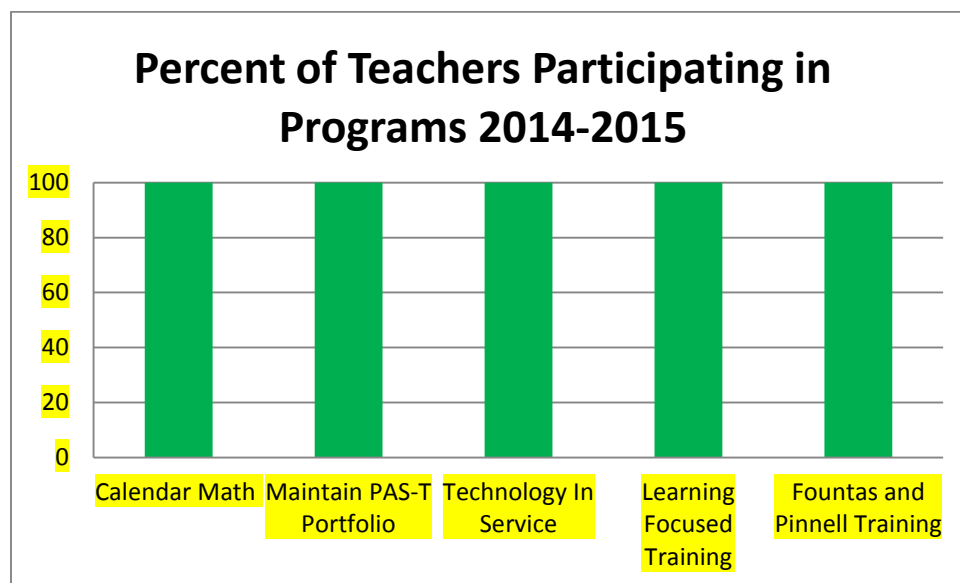
Next Steps:

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 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 South Carolina State 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 South Carolina State Standards. 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 2015-2016 school year we focused on our literacy programs, use of technology in the classroom and developing plans and assessments that are data driven to improve student learning. We will continue the balanced literacy, use of technology and data driven planning during the 2015-2016 school year.

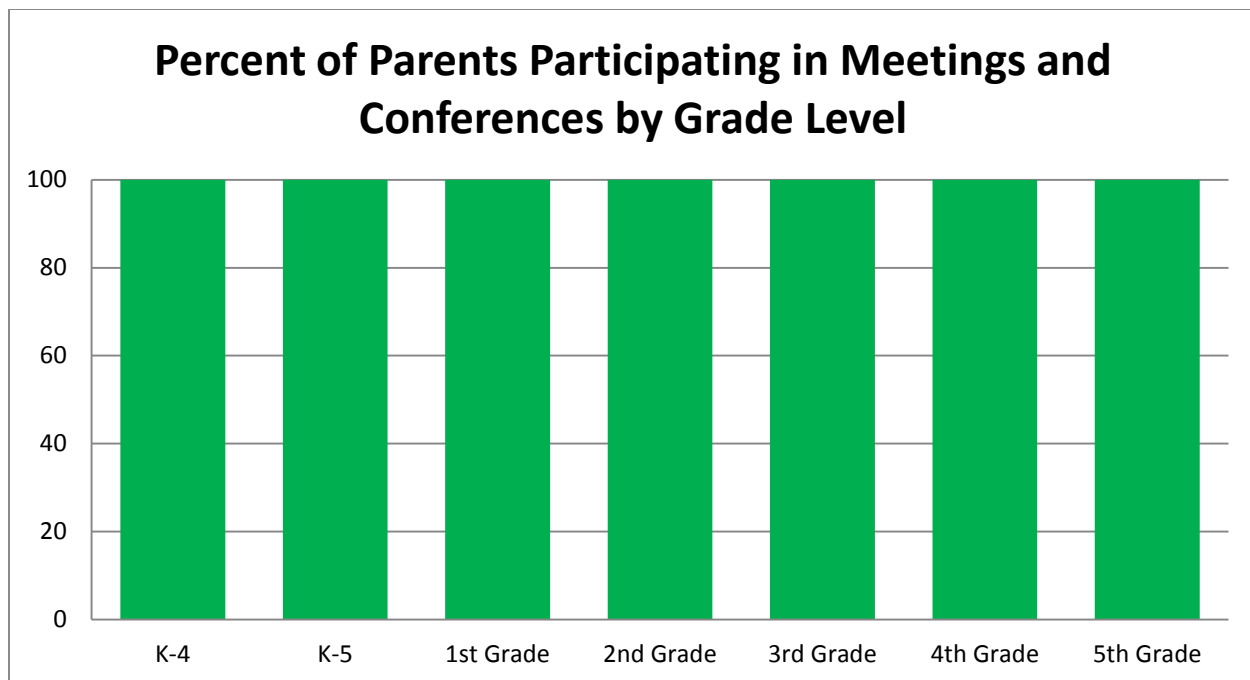
Professional Development 2014-2015

August 12th	Welcome Back Breakfast /Speaker
August 13th	General info/ work in rooms
August 14th	Meet the Teacher (6-6:45)
August 15th	Tech Refresh ?/Meet the Teacher (1-1:45)
August 18th	
August 27th	Grade Level/ Data Teams B week
September 3rd	ESOL/ Child Abuse/Challenge
September 10th	Grade Level/ Data Teams
September 17th	Speech / A-Team
September 24th	Grade Level/ Data Teams
October 1st	Caroline William's Shower
October 8th	Grade Level/ Data Teams
October 15th	PLC's
October 21st	Cathy Northcutt at REC planning times
October 22nd	Grade Level/ Data Teams
October 29th	Bronwyn Grant on behavior management
November 5th	Grade Level/ Data Teams
November 12th	STC Chris Burras with science e-books
November 19th	Grade Level/ Data Teams
December 3rd	Cathy Northcutt at REC planning times
December 3rd	PLC's
December 10th	Grade Level/ Data Teams
December 17th	Christmas Party
January 7th	Grade Level/ Data Teams
January 14th	Grandbaby shower for Karen
January 21st	Grade Level/ Data Teams
January 28th	Faculty Meeting

February 4th	Grade Level/ Data Teams
February 12th	Windows 8 3-4:30
February 18th	Grade Level/ Data Teams
February 25th	Cathy Northcutt at REC planning times
February 25th	Chrome books 3-5
March 4th	Grade Level/ Data Teams
March 11th	PASS Writing
March 18th	Grade Level/ Data Teams
March 25th	Google Docs
April 8th	Grade Level/ Data Teams
April 15th	Google Docs
April 22nd	Grade Level/ Data Teams
April 29th	PASS In Service
May 6th	Grade Level/ Data Teams
May 13th	Google Docs
May 20st	Grade Level/ Data Teams
May 27th	Faculty Meeting
June 3rd	
	Aug Google Docs

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.



School Report Card- website

**[https://ed.sc.gov/data/report-cards/2014/](https://ed.sc.gov/data/report-cards/2014/elem/s/e2301113.pdf)
[elem/s/e2301113.pdf](https://ed.sc.gov/data/report-cards/2014/elem/s/e2301113.pdf)**

Action Plan

ACT ASPIRE 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 each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

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

	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE ENGLISH

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

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

	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE READING

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

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

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

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

	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE 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: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

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

	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE % TESTED

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

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

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

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

% Tested ELA – School	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African- American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African- American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African- American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alask an				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African- American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alask an				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

SCPASS 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: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

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

SCPASS 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: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	Baseline 2014-15	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X			
School Actual				
District Projected	X			
District Actual				

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

ITBS

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: 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 ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	42 nd percentile			

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

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

Fall 2014 students began taking a new form of the ITBS

Iowa

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	42%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	39				
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
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Reading Comprehension Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Reading Comprehension Actual	67 th %tile	66 th %tile					
Mathematics Concepts Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Concepts Actual	52 nd %tile	50 th %tile					
Mathematics Problems Projected			50 th %tile	50 th %tile	50 th %tile	50 th %tile	50 th %tile
Mathematics Problems Actual	58 th %tile	55 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>
K -5 students will receive a balanced literacy program including the following:					
1. Ensure that Language Arts instruction includes the implementation of South Carolina State Standards.	August- June 2015-2016	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 2015-2016	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 2015-2016	RTI Leadership Team	No cost	Special Education	Implementation Plan
4. Training for all teachers in the Fountas and Pinnell.	September- May 2015-2016	District Personnel	No cost	District	Certificate of completion
5. Analyze MAP test results to identify student strengths and weaknesses; monitor and adjust instruction (2 nd – 5 th grade)	September April 2015-2016	2 nd – 5 th Grade Teachers, Special Ed. Teachers, and Instructional Coach	No cost	District	Test results, teacher lesson plans
6. Analyze Fountas and Pinnell Benchmark test	October, January, May	K – 2 nd Grade Teachers	No cost	District	Test results, teacher Lesson plans

results to identify student strengths and weaknesses; monitor and adjust instruction	2015-2016				
7. Keep a K-5 record of students' writing progress.	K5-5 th Grade 2015-2016	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 the state assessment and provide academic support.					
1. Utilize and implement books in more than one language for ESOL students.	September-May 2015-2016	Teachers, Media Specialist	No Cost	N/A	Test Results
2. Maintain a leveled reader book room.	September-May 2015-2016	Instructional Coach	No Cost	N/A	Teacher lesson plans
3. Continue to conference with individual students.	September-May 2015-2016	Teachers	No Cost	N/A	Teacher lesson plans
4. Initiate small groups by ability.	September-May 2015-2016	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 2015-2016	Teachers,	No Cost	N/A	Teacher lesson plans
2. Provide vocabulary studies for all academic areas before a unit begins.	September-May 2015-2016	Teachers	No Cost	N/A	Teacher made materials
3. Utilize support staff to answer questions or provide	September-May 2015-2016	Teachers, Support Staff	No Cost	N/A	Meeting Notes

extra strategies or interventions.					
4. Provide kinesthetic activities.	September-May 2015-2016	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 2015-2016	2 nd – 5 th Grade Teachers, Special Ed. Teachers, Instructional Coach	No cost	N/A	Test results, teacher lesson plans
2. Analyze District Benchmark test results to identify student strengths and weaknesses; monitor and adjust instruction.	October, January, May 2015-2016	K – 1 st Teachers	No cost	N/A	Test results, teacher lesson plans
3. Ensure that math instruction including the implementation of South Carolina State Standards.	August-June 2015-2016	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 2015-2016	Teachers, Instructional Coach	No cost	N/A	Teacher lesson plans
5. Incorporate Every Day Counts Calendar Math into curriculum.	August-May 2015-2016	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations
6. Incorporate Compass Odyssey Math instruction for grades K – 5.	August-May 2015-2016	Classroom Teachers & K-5 Teaching Assistants	No cost	N/A	Lesson Plans
7. Incorporate a	August-	Classroom	No cost	N/A	Teacher lesson plans

problem-of-the-day type activity into instruction daily.	May 2015-2016	Teachers			and observations
8. Include a spiral review of math skills at least weekly.	August-May 2015-2016	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations
9. Focus on correct math terminology when teaching.	August-May 2015-2016	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 2015-2016	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 2015-2016	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 2015-2016	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations
Identify and target students who score below basic on the SC state assessment and provide academic support.					
1. Obtain volunteers to provide tutoring help through our community partners and PTA.	August-May 2015-2016	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 2015-2016	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 2015-2016	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 2015-2016	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 2015-2016	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 2015-2016	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	August – September 2015-2016	Classroom Teacher & Support Staff	No cost	N/A	Teacher Lesson Plans, materials checked out from bookroom and media center

for the classroom.					
4. Develop school-wide focuses for each content area.	August – September 2015-2016	Professional Learning Committees	No cost	N/A	Evidence of meetings
5. Participate in the virtual field trips offered by the school district	August – September 2015-2016	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 South Carolina State professional development relevant to their subject area

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

DATA SOURCE(S): Professional Development Portal, sign-in 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	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	100				

<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>
1. All teachers will be trained in the Fountas and Pinnell methods	June-May 2015-2016	Fountas and Pinnell	No cost	District	District Portal System
2. All new teachers will attend training in Everyday Counts Calendar Math	Aug.-May 2015-2016	District personnel	No cost	District	Certificate of completion
3. All new teachers will attend training in Learning Focused	Aug.-May 2015-2016	District personnel	No cost	District	Certification of Completion
4. Provide training in technology and share ideas at faculty meetings	Aug.-May 2015-2016	Technology Team members	No cost		District Portal System
5. Teachers will maintain a PAS-T portfolio	Aug.-May 2015-2016	District personnel Instructional Coach	No cost	District	PAS-T Notebook
6. Teachers will be encouraged to attend professional training in South Carolina State Standards for ELA and Math offered by the District	Aug-May	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	96.9				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.00				

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	74				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	N/A				

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	88.7				
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	N/A				

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	94.7				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	N/A				

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	89.5				
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	87.9				
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 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0	97.4				
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 2015-2016	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 2015-2016	Office Staff	None	N/A	Log of parental contacts
3. Make personal phone calls to students that are absent.	Daily 2015-2016	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 2015-2016	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 2015-2016	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 2015-2016	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 2015-2016	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 2015-2016	PTA			Invitations Sent
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