

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: 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

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Stephanie Baker		
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	Tracy Hunter
4. COMMUNITY MEMBER	
5. SCHOOL IMPROVEMENT COUNCIL	Stephanie Baker
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>	<u>Collaboration</u> 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).
<u>x</u>	<u>Developmental Screening</u> 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.
<u>N/A</u>	<u>Half-Day Child Development</u> 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.
<u>x</u>	<u>Developmentally Appropriate Curriculum for PreK–3</u> 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.
	<u>Parenting and Family Literacy</u> 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.
	<u>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</u> 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.

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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 achieving an “A” rating (93.8%) on the Federal Accountability System for 2012 school year, achieving an “B” rating (82.8%) on the Federal Accountability System for 2013 school year and recognized as a PBIS Exemplar School in 2013. 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
Increased focus on writing instruction (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
Book study - O’Connell and SanGiovanni’s *Putting the Practices into Action*

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
- Our academic weak areas were Math and Science, according to the ESEA Waiver Elementary School Matrix 2013 and 2014
- Mathematics is a weakness on MAP testing.

- A portion of the population present significant behavior challenges

Significant Accomplishments:

- Achieved the Silver Award for General Performance during the past two years
- Recognized as a PBIS Exemplar School 2013
- Four 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 52 elementary schools in The School District of Greenville County. Situated off White Horse Road, the school opened its doors in August of 2006. Two former schools, 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, EM-Neuro Intermediate class and an EM-Neuro Primary class. The percentage of our student population who qualifies for free or reduced lunch is 96.15%. According to the 45th day, Thomas E. Kerns Elementary currently houses 689 students who are divided among 37 homerooms with full time highly qualified teachers. Additionally, the school has a School Counselor, two Instructional Coaches, a Title One Facilitator, a Social Worker, a Parent Involvement Coordinator, a Human Services Coordinator I, and a Human Services Specialist I. Other staff members include one full time and one part time speech pathologist, an ESOL teacher, three resource teachers (one who is part time), a kindergarten interventionist, a third grade interventionist, media specialist, computer lab teacher, two music teachers, two PE teachers, and two art teachers. Our facility consists of 42 classrooms, a media center, a computer lab, a music room, art room, a cafeteria, a science lab and a multi-purpose room. In addition, each grade level has a conference room and a storage room. The school has a capacity to serve 800 students.

The school colors are red and white. The mascot is the Wildcat. The school motto is: “CATCH the Wildcat Spirit!” 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 27 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. She was the Administrative Assistant for two years before beginning in her role as Assistant Principal in 2013-2014.

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

2014-2015 Staff Data

Education Level

The varying degrees held by teachers at Thomas E. Kerns Elementary are BS – 10.9%, BA – 32.7%, BS +18 – 3.6%, Masters – 45.5%, and Master +30 – 7.3%. 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 – 2.2%, Black Females – 16.9%, Hispanic Female – 1.1%, White Males – 5.6%, and White Females – 74.2%.

Staffing and Years of Experience

The staff at Thomas E. Kerns includes: classroom teachers, two instructional coaches, a full-time speech pathologist and one 0.6 speech pathologist, 3 full-time special education teachers, two full-time resource teachers and a 0.5 resource teacher, 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 0.3 challenge teacher, a 0.8 ESOL teacher, a school counselor, a Title I social worker, a Title I Facilitator, 10 teaching assistants, one Assistant Principal, and one Principal. Thomas E. Kerns Elementary has four National Board Certified teachers. These include an art teacher, a second grade teacher, a music teacher, and a P.E. teacher. On average, our teachers have taught for 12.4 years. We have 12 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		4				
1	2	1	2	1		
2	2	2	2			1
3	2	2		1		1
4	2	1	2			1
5	2	1	1		1	
Other	2	6	5	5		4

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 Human Services Coordinator I, a Human Services Specialist I, a Title I facilitator, a Title 1 school nurse, an on-site nurse, two 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 18.6:1 (689 enrolled students /37 classes).

Attendance

Teacher attendance rate decreased slightly from 96.8% to 96.1%. Teachers at Thomas E. Kerns Elementary strive to attend each day of the school year.

Student Data

Enrollment

There are currently 680 students enrolled. The enrollment configuration for Thomas E. Kerns Elementary by grade level is as follows:

- Kindergarteners – 106
- First graders – 113
- Second graders – 126
- Third graders – 122
- Fourth graders – 112
- Fifth graders – 110

Attendance

The following chart shows attendance data from the 2013-2014 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	47	3
Grade 1	13	23	5
Grade 2	5	13	20
Grade 3	8	15	9
Grade 4	8	14	14
Grade 5	8	14	9

Gender

In 2011-12, there were 315 males and 292 females. In 2012-13, there were 338 males and 291 females. In 2013-14, there were 339 males and 275 females. Currently, there are 376 males and 313 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. In 2013-14, the student population is made up of 60% African-America students, 16% Caucasian, 19% Hispanic, and 5% Two or More Races. Currently, the student population is made up of 56.2% African-America students, 16.2% Caucasian, 22.5% Hispanic, and 5.1% Two or More Races. The ethnicity percentages have not changed significantly over the past four years. The Hispanic ethnic group increased slightly in 2014-15.

Lunch Status

A total of 662 students qualify for free and reduced priced meals, which is equivalent to 96.15% of the student population.

Special Education Students

There are six special education teachers at Thomas E. Kerns Elementary. There are two full time intermediate LD resource teachers and one half time primary LD resource teacher, one LD/SC Neuro teacher (2nd, 3rd, 4th, and 5th), one EM-Neuro Intermediate teacher and one EM-Neuro Primary teacher.

Class	LD Primary	LD Intermediate	LD/SC Neuro	EM-Neuro Primary Class	EM-Neuro Intermediate Class
# of Students	19	39	11	7	3

The primary resource teacher has 5 students that attend more than one period of instruction per day. The intermediate resource teachers have 24 students which receive more than one period of instruction daily. There are 30.4% 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.
- **S.M.A.D.** – A math fact fluency program used to improved math skills. S.M.A.D. is used in kindergarten, first, 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 2011-2012 through 2013-2014 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 2011-2012, 2012-2013, and 2013-2014 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 three years and how they compare to one another and to the previous year.

The following chart is our Not Met percentages from 2011-2012 to 2013-2014:

All Students	2011-2012	2012-2013	2013-2014
ELA	23.9%	22.4%	34.5%
WRITING	23.9%	29.2%	32.2%
MATH	25.5%	30.3%	41.8%
SCIENCE	28.3%	31.5%	46.3%
SOCIAL STUDIES	22%	22.1%	29.4%

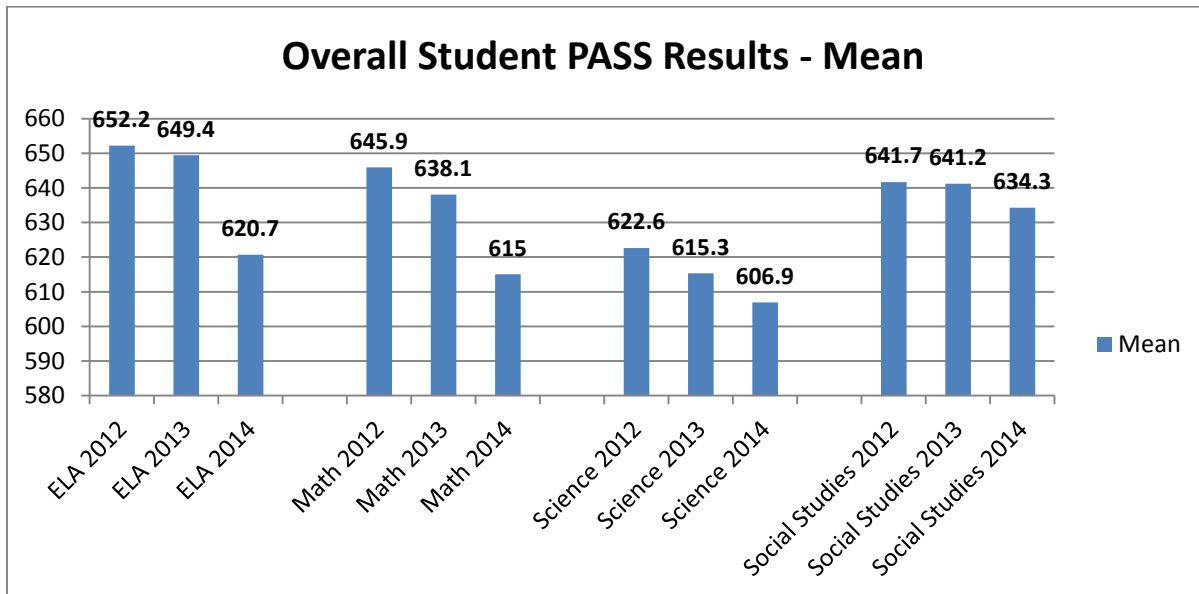
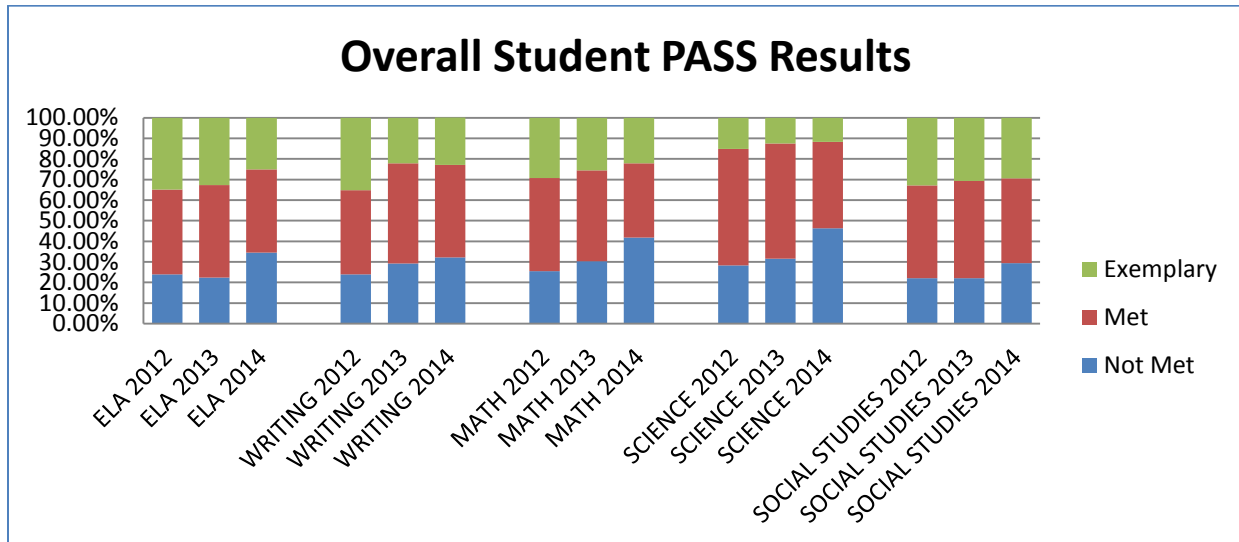
The following chart is our Met percentages from 2011-2012 to 2013-2014:

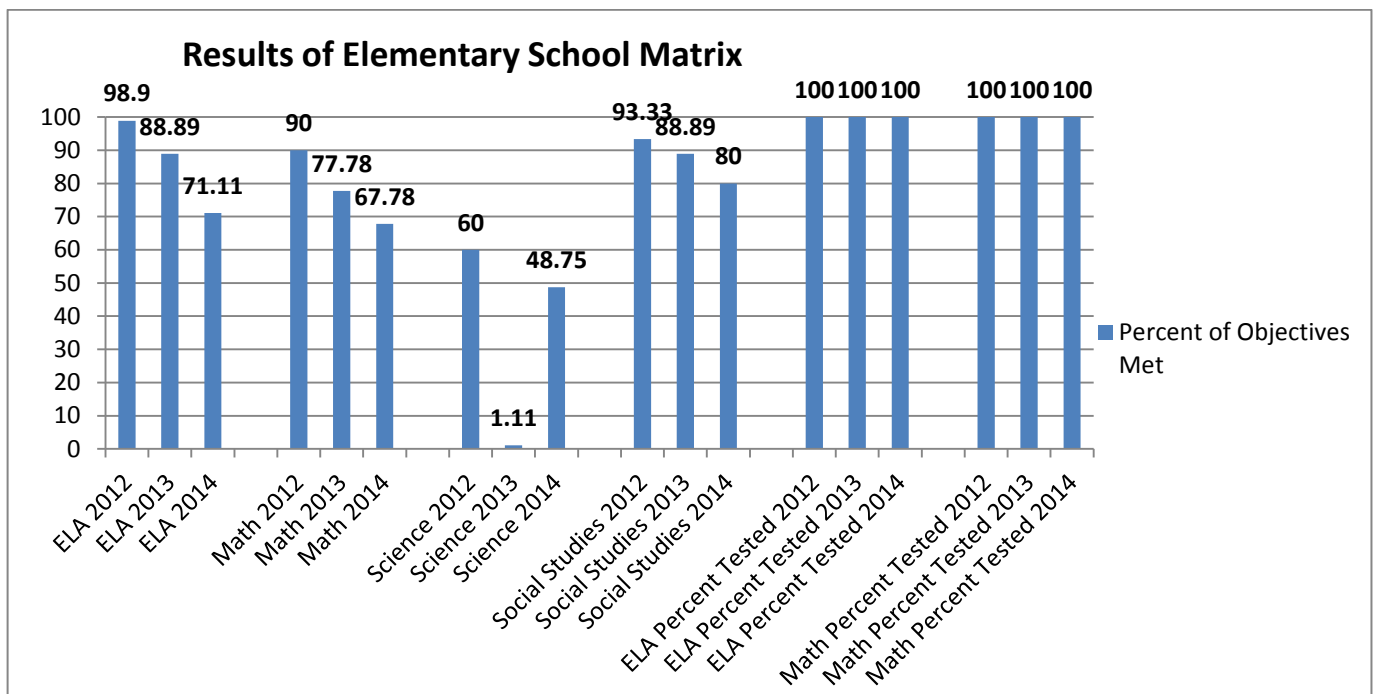
All Students	2011-2012	2012-2013	2013-2014
ELA	41.3%	44.9%	40.4%
WRITING	40.9%	48.6%	44.9%
MATH	45.2%	44.1%	36.0%
SCIENCE	56.6%	56%	42.0%
SOCIAL STUDIES	45.1%	47.2%	41.1%

The following chart is our Exemplary percentages from 2011-2012 to 2013-2014:

All Students	2011-2012	2012-2013	2013-2014
ELA	34.7%	32.7%	25.1%
WRITING	35.2%	22.2%	23.0%
MATH	29.3%	25.6%	22.2%
SCIENCE	15%	12.5%	11.7%
SOCIAL STUDIES	32.9%	30.7%	29.4%

Overall Student PASS Results





English Language Arts

The PASS results in ELA has increased in the not met category since 2012. 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. In 2014, the annual measurable objective was 640 for ELA. In 2014, our school score was 620.7; we were 19.3 points below the goal. In 2014, our school met 71.11% of the ELA objectives with 100% of students tested. We decreased by 17.78% in objectives met.

Mathematics

The PASS results in Mathematics has increased in the not met category since 2012. 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. In 2014, the annual measurable objective was 640 for Math. In 2014, our school score was 615; we were 25 points below the goal. According to the 2014 Elementary School Matrix, our school met 67.78% of the Math objectives with 100% of students tested. We decreased by 10% in objectives met.

Science

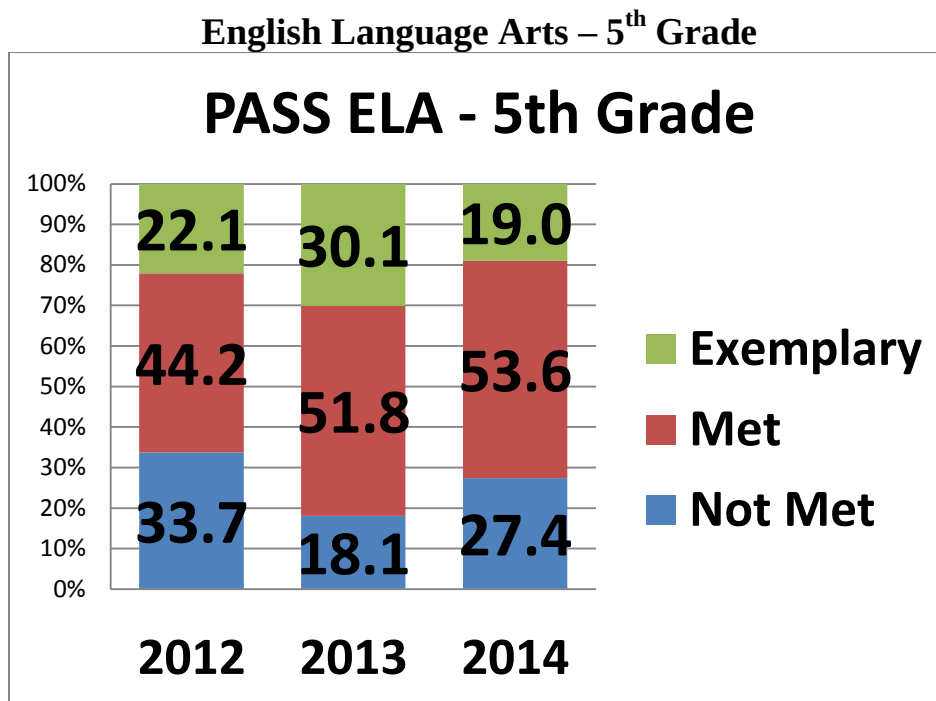
Our weakest subject, based on PASS data, was clearly Science. The PASS results in Science has increased in the not met category since 2012. In 2012, the annual measurable objective was 630 for Science. Our school score was 622.6; we were 7.4 points from making the goal. In 2013, the annual measurable objective was 635 for Science. Our school score was 615.3; we were 19.7 points from making the goal. In 2014, the annual measurable objective was 640 for Science. Our school score was 606.9; we were 33.1 points from making the goal. According to the 2014 Elementary School Matrix, our school met 48.75% of the Science objectives. We increased by 47.64% in objectives met.

Social Studies

Social Studies had the highest percentage of met and exemplary for the sixth year of PASS testing. The PASS results in Social Studies has increased in the not met category since 2012. In 2012, the annual measurable objective was 630 for Social Studies. Our school score was 641.7; we were 11.7 points above the goal. 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. In 2014, the annual measurable objective was 640 for Social Studies. Our school score was 634.3; we were 5.7 points below the goal. According to the 2014 Elementary School Matrix, our school met 80% of the Social Studies objectives. We decreased by 8.89% in objectives met.

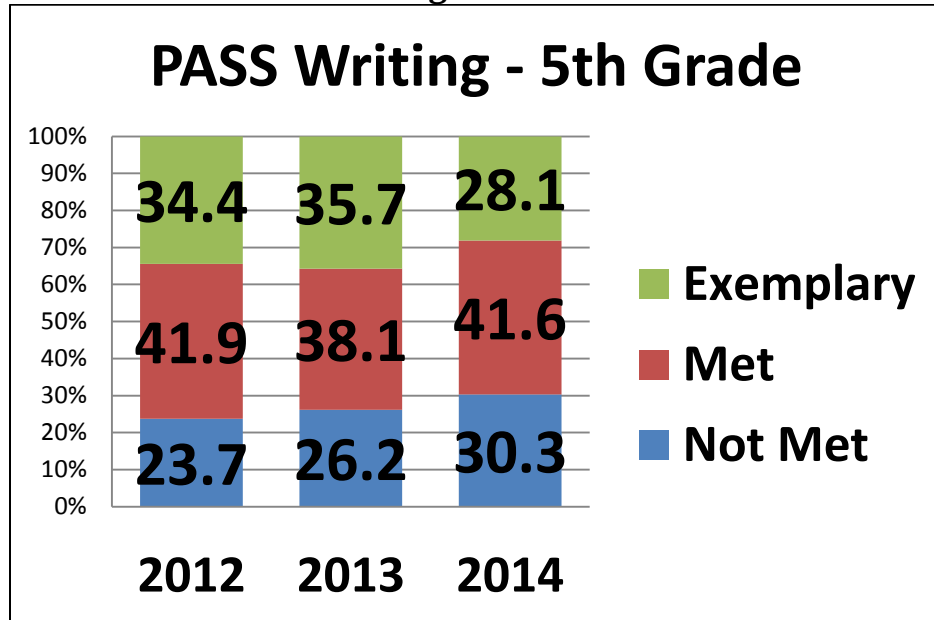
Writing

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. In 2014, 67.9% of students scored met and exemplary on the Writing portion of PASS. Our school decreased its score by 2.9% over the 2013 score. The PASS results in Writing has increased in the not met category since 2012.



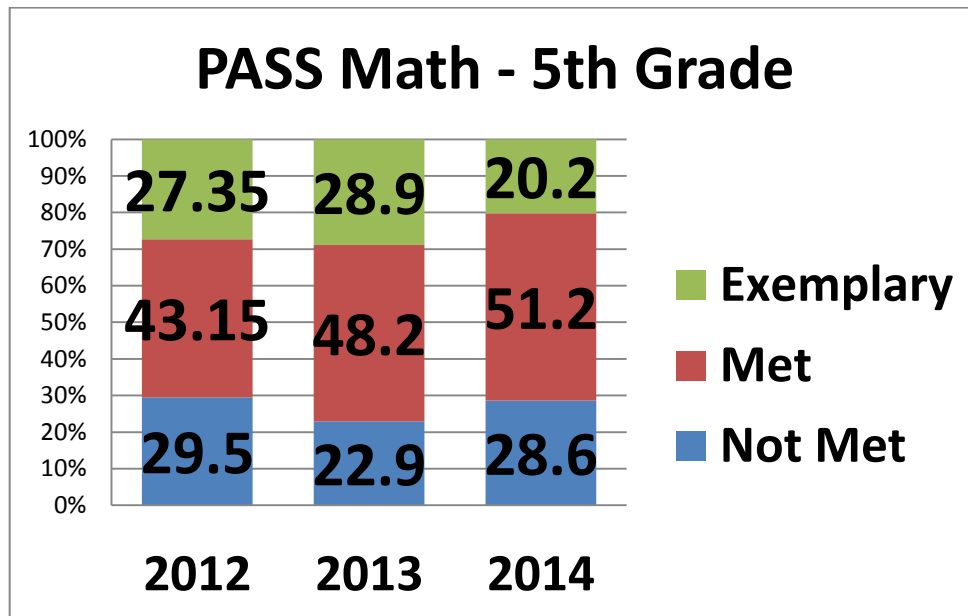
In 2014, Thomas E. Kerns' fifth grade ELA score was 72.6% in the categories of met and exemplary which was a 9.3% decrease from the 2013 school year. The exemplary category decreased significantly in 2014 by 21.1%.

Writing – 5th Grade



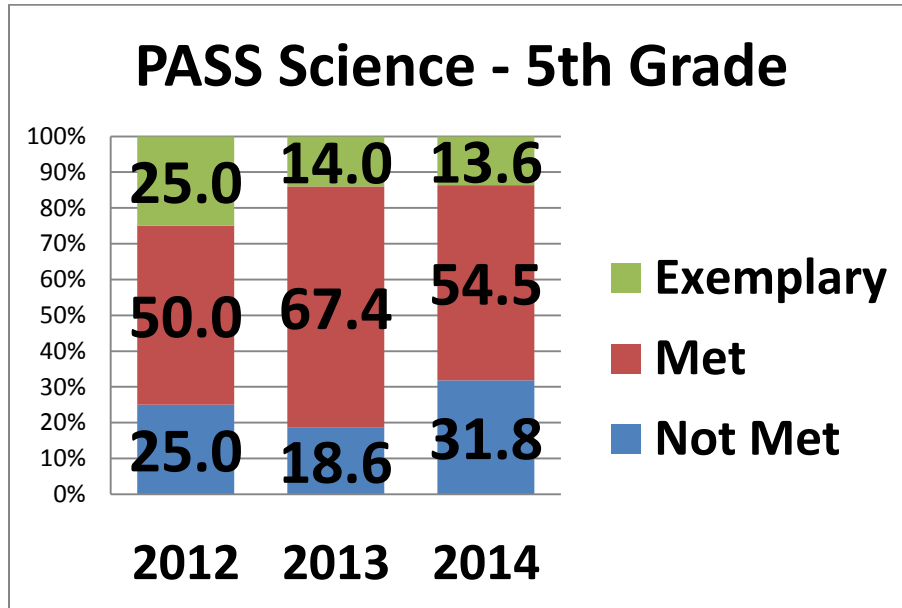
The fifth graders scored 69.7% in the categories of met and exemplary in 2014. Fifth grade decreased 4.1% in the exemplary and met categories. The not met category has increase the past two years. This is a trend that we wish to discontinue.

Math – 5th Grade



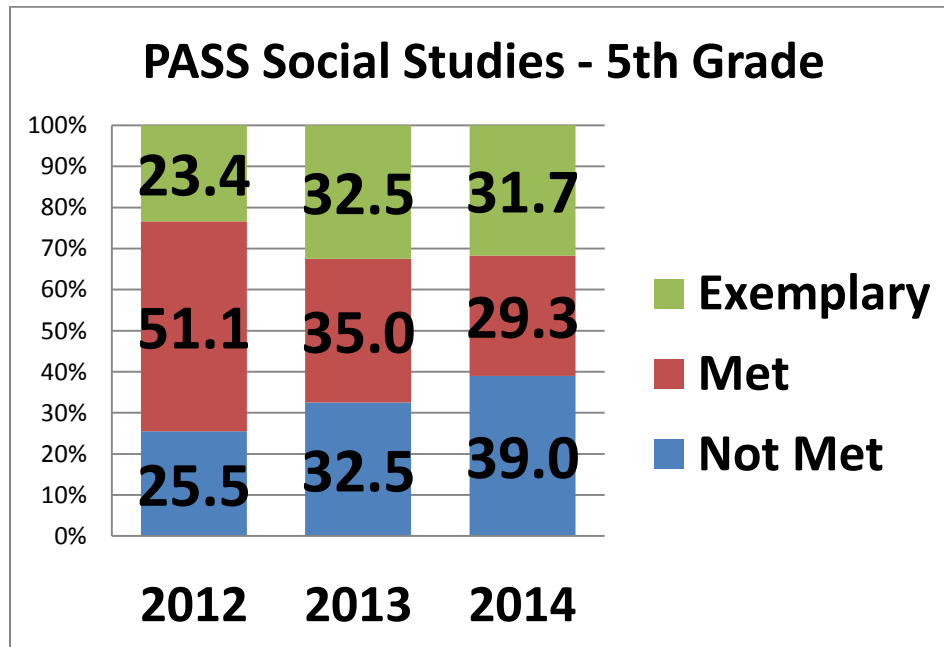
In 2014, the fifth graders scored 71.4% in the categories of met and exemplary. This was a 5.7% decrease in the categories of met and exemplary. The met category has increased for the past two years.

Science – 5th Grade



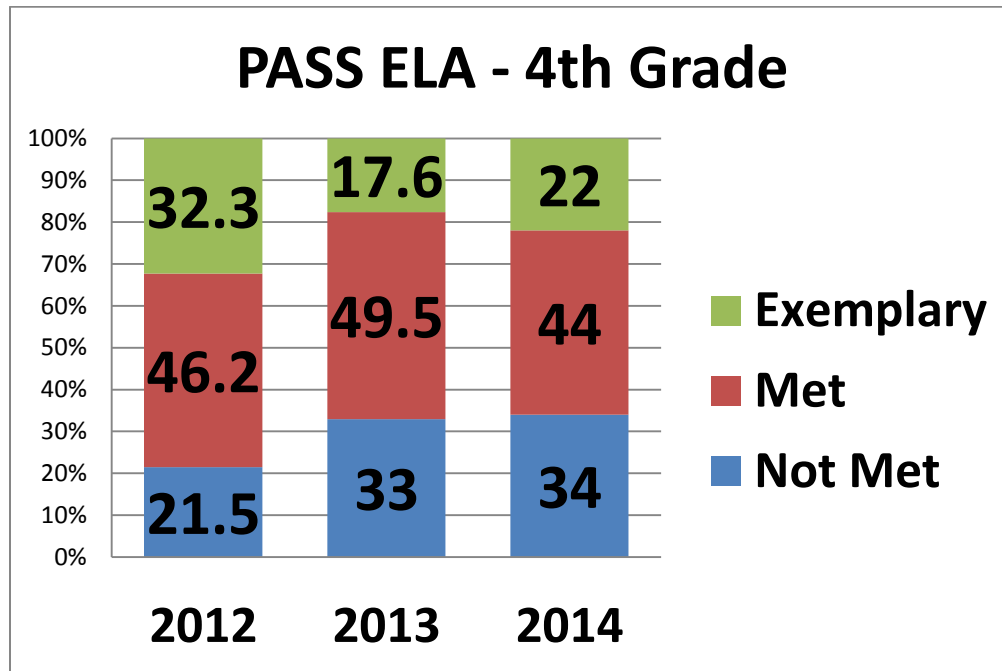
The not met category increased by 13.2% in 2014. This is a larger increase than we like to see. Science was the weakest area for fifth grade.

Social Studies– 5th Grade



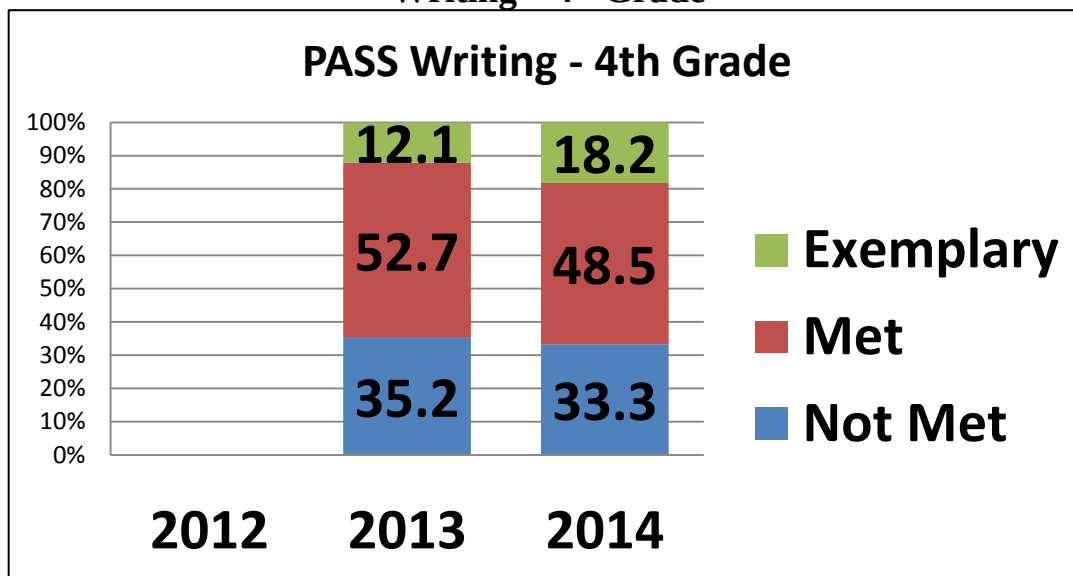
Students scored 61% in the met and exemplary categories in 2014. The not met category also increased for the second year in a row. Social Studies is the strongest subject for 5th grade.

ELA – 4th Grade



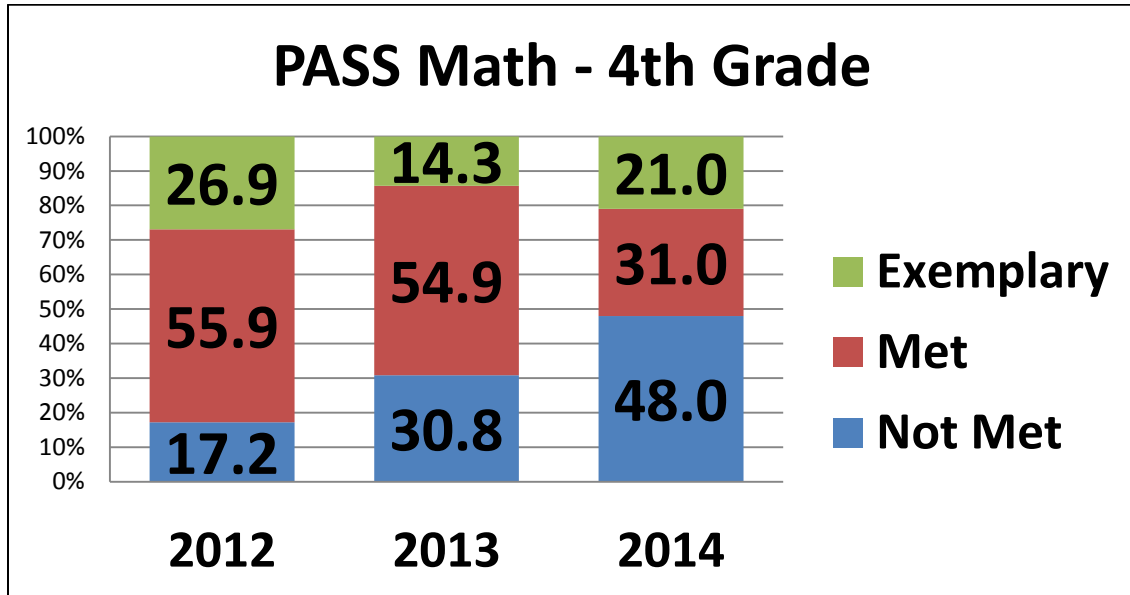
In 2014, Thomas E. Kerns' fourth grade ELA score was 66% in the categories of met and exemplary, which was a 1.1% decrease from the 2013 school year. The not met category has increased in the past two years.

Writing – 4th Grade



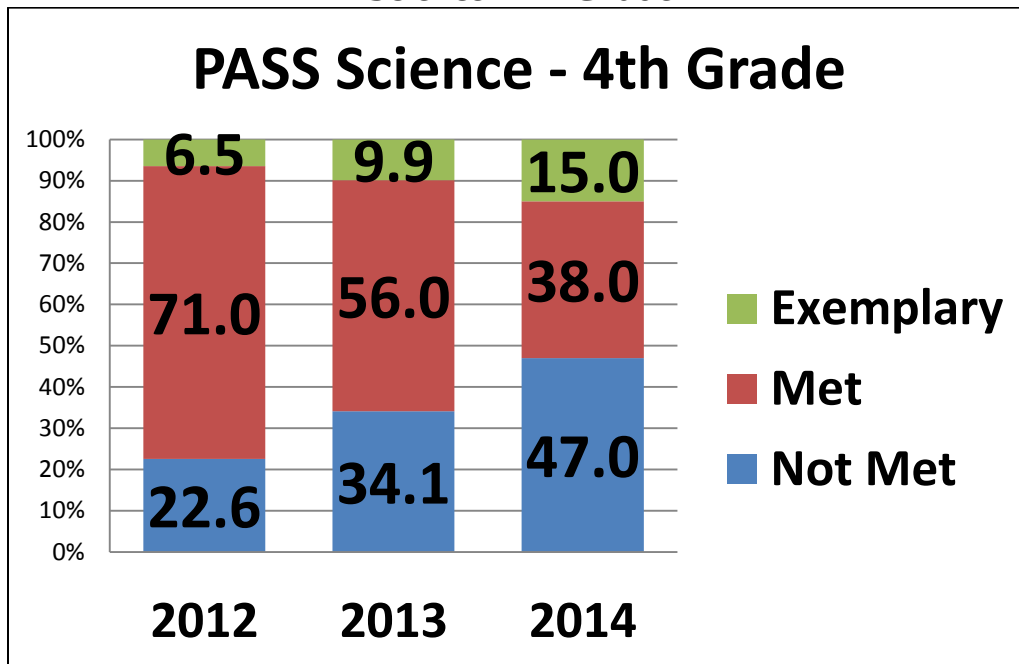
Fourth grade students were not tested in the area of writing for the 2012 school year. Students scored 66.7% in the met and exemplary categories in 2014. This is a 1.9% increase from 2013. The exemplary category increased by 6.1%.

Math – 4th Grade



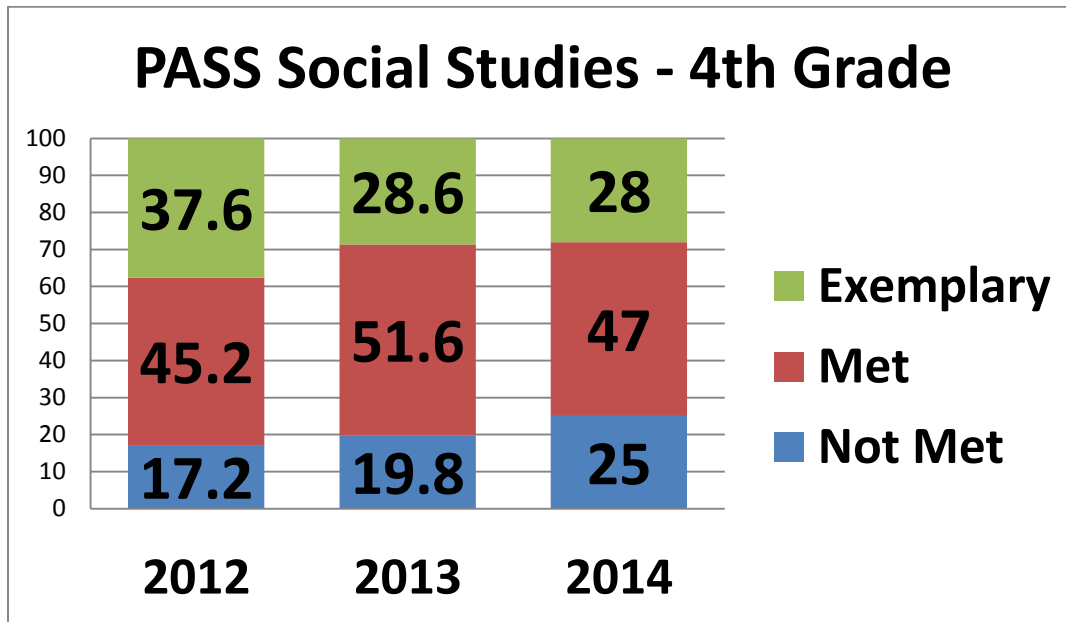
Fourth grade students scored 52% in the met and exemplary categories in 2014, which is a decrease of 17.2%. The not met category has increased every year since 2012. This is trend that we want to see decrease.

Science – 4th Grade



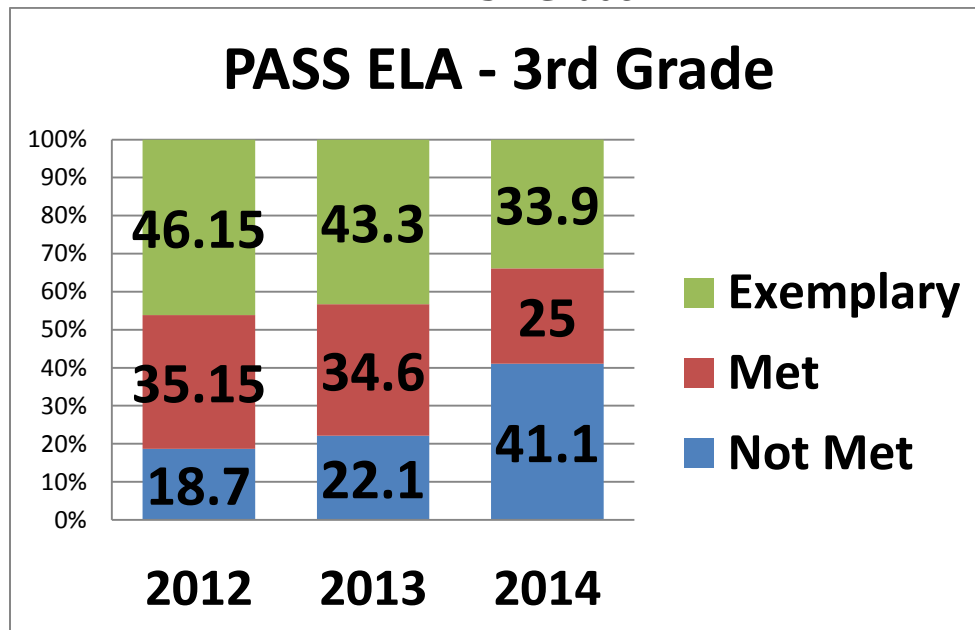
The fourth graders scored 53% in the met and exemplary categories in 2014. This is a decrease of 12.9%. For the second year in a row the not met category increased. Science was the weakest area for fourth grade.

Social Studies – 4th Grade



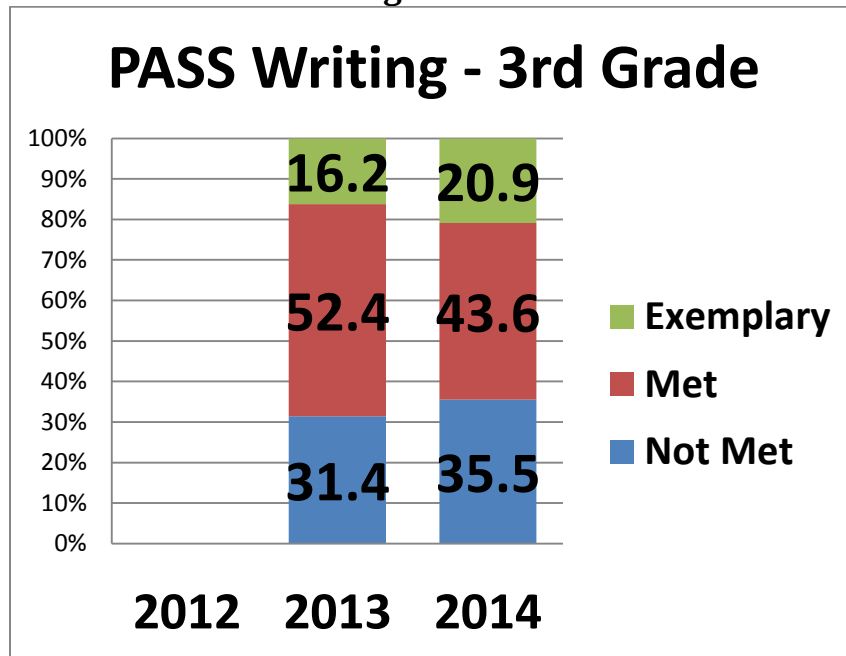
The strongest subject area was Social Studies for fourth grade in 2012, 2013, and 2014. The fourth graders scored 75% in the met and exemplary categories which is a decrease of 5.2%. Social Studies had a strong percentage in the met and exemplary categories.

ELA – 3rd Grade



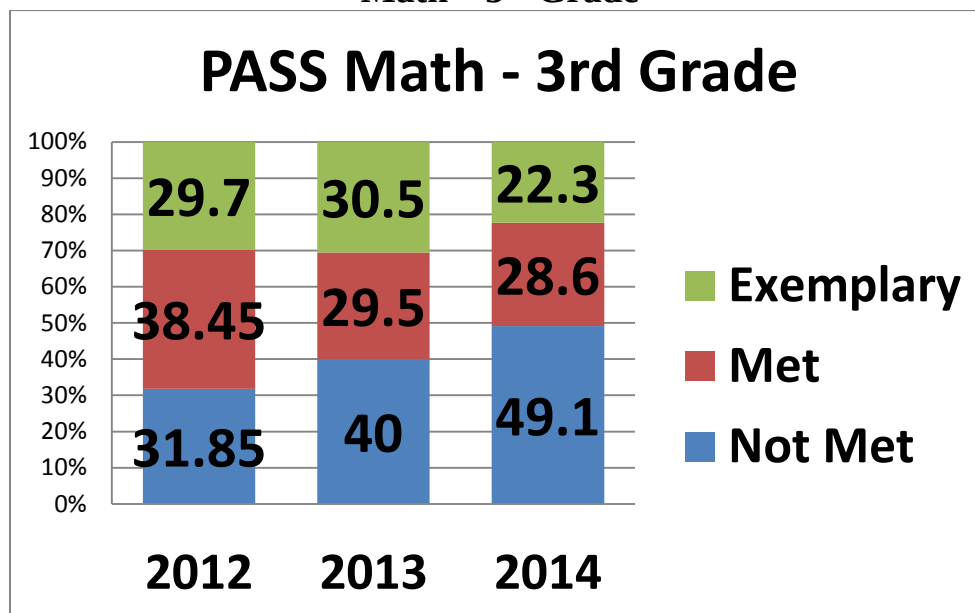
In 2014, third grade students scored 58.9% in the met and exemplary categories. This is a decrease of 19% from 2013. The met and exemplary categories have decreased each year since 2012. This is a trend that we want to reverse.

Writing – 3rd Grade



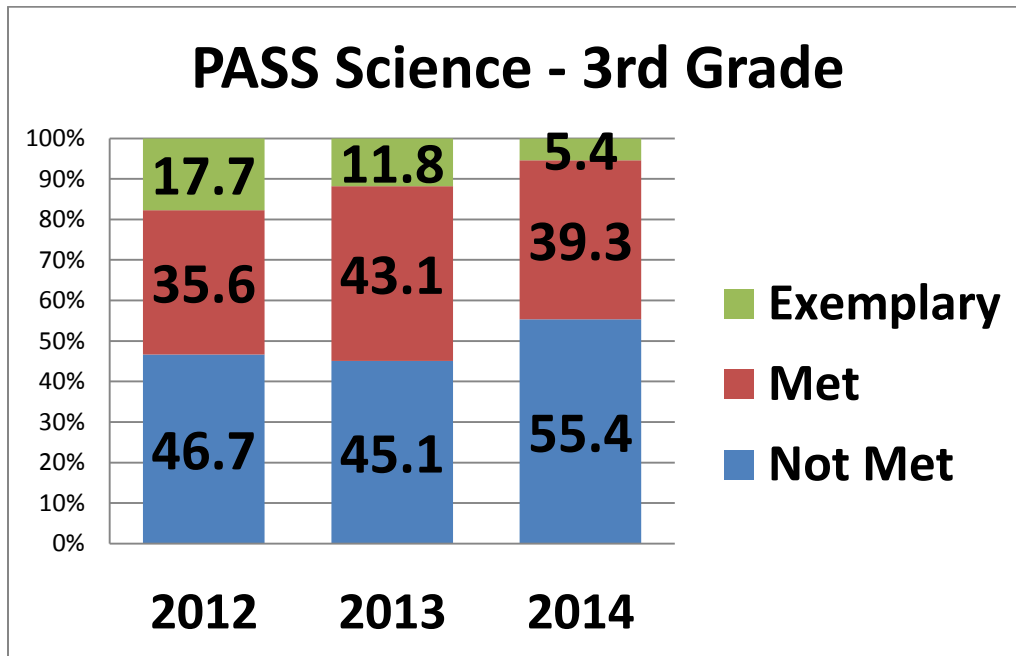
Third grade students scored 64.5% in the met and exemplary categories in 2014. This is a decrease of 4.1. Third grade students were not tested in the area of writing for the 2012 school year.

Math – 3rd Grade



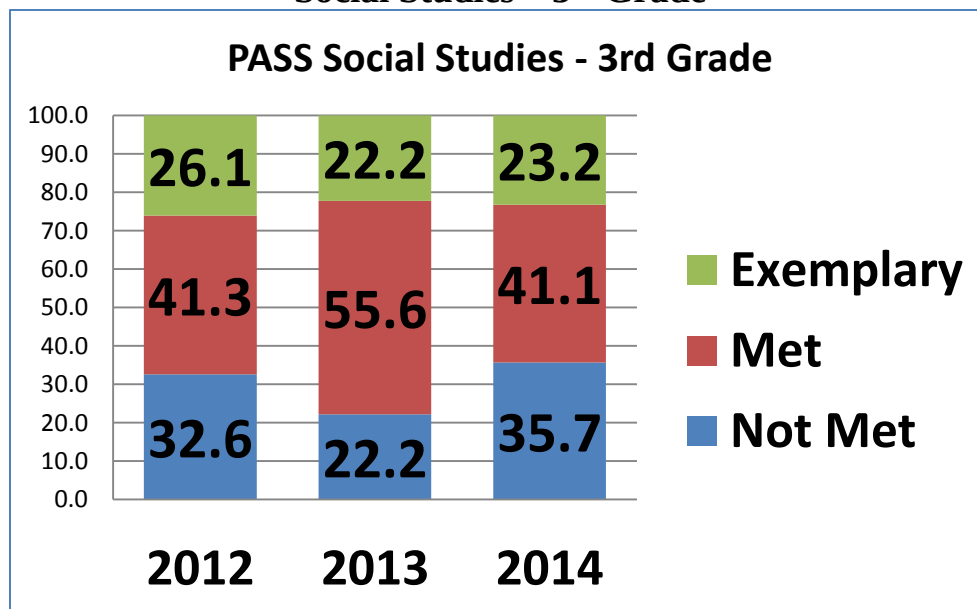
Third grade students scored 50.9% in the met and exemplary categories in 2014. This was a decrease of 9.1%. For the past two years, the not met category has increased. Our focus will be to decrease the not met category and increase the exemplary category.

Science – 3rd Grade



In 2014, third grade students scored 44.7% in the met and exemplary categories, which was a decrease of 10.2%. Science was the weakest area for third grade.

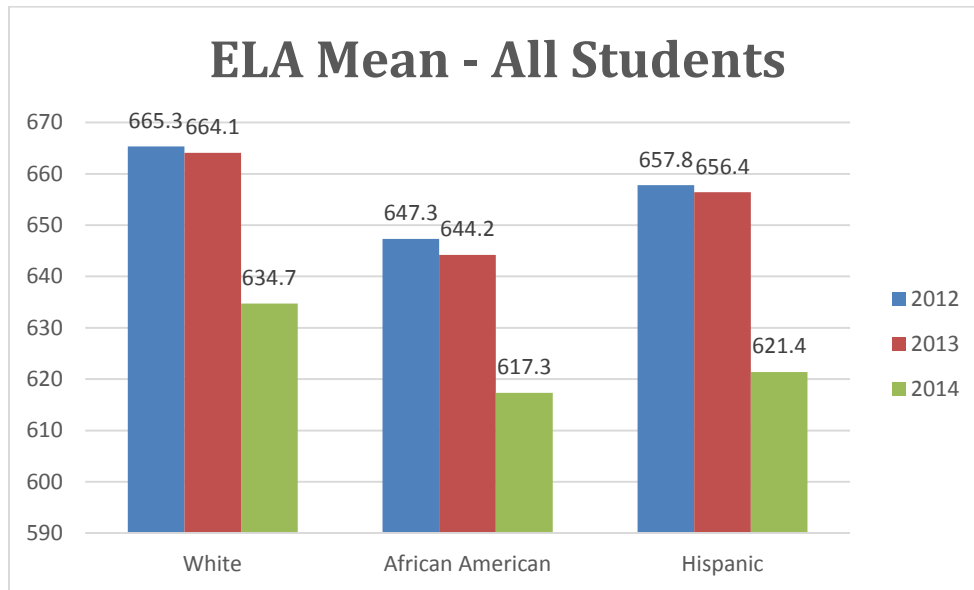
Social Studies – 3rd Grade



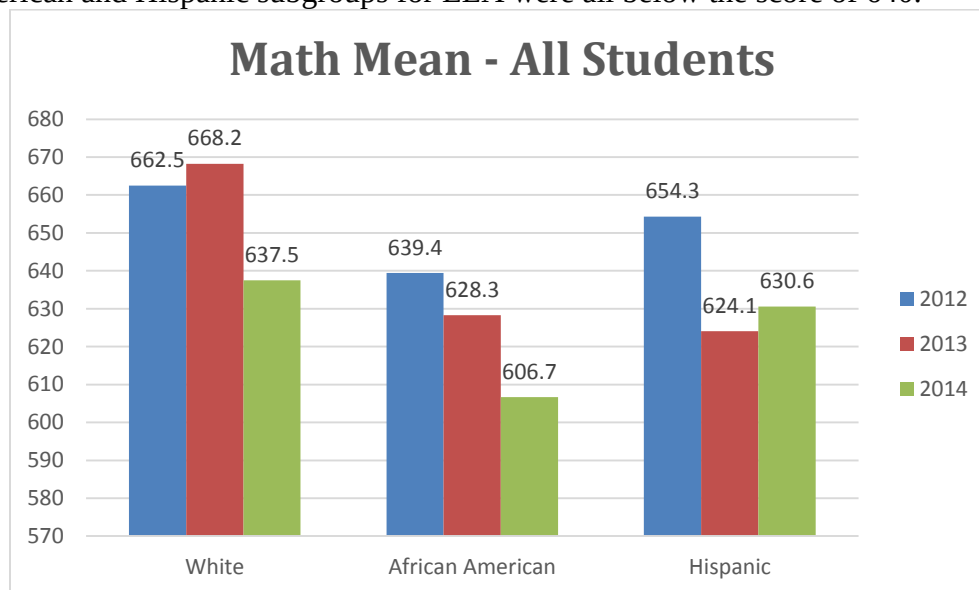
In 2014, third grade students scored 64.3% in the met and exemplary categories, which was a decrease of 13.5%. The exemplary category increased 1%. We want to continue to increase the exemplary.

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. The following graphs show a comparison of how our White, Hispanic, and African American students performed in 2012, 2013, and 2014.



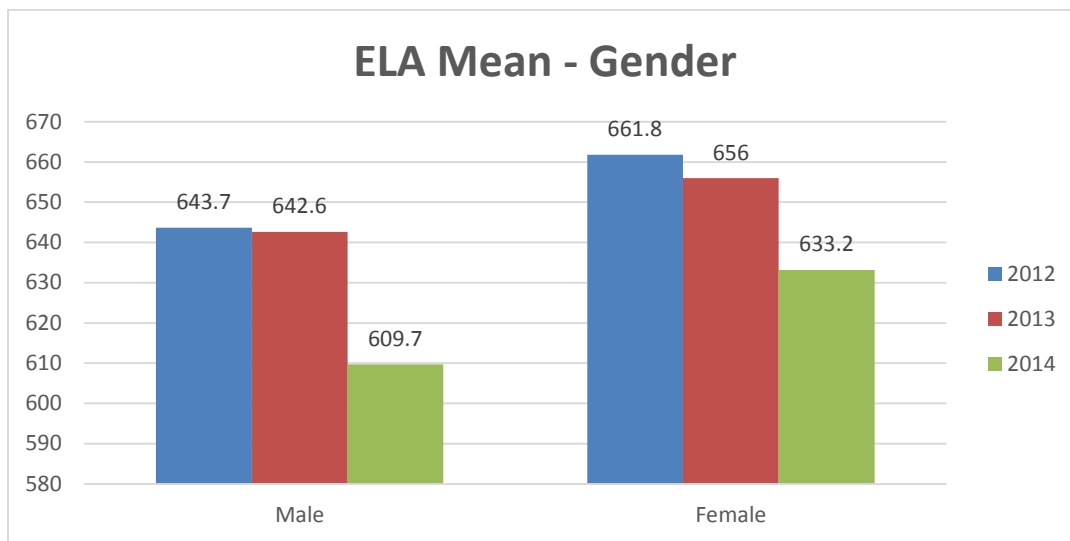
In 2014, ELA PASS scores showed that our White subgroup had the highest mean score of 634.7 with the African American subgroup being the lowest score of 617.3. The difference between the two subgroups was 17.4 points. To meet the ESEA waiver, the subgroups had to score 640. The White, African American and Hispanic subgroups for ELA were all below the score of 640.



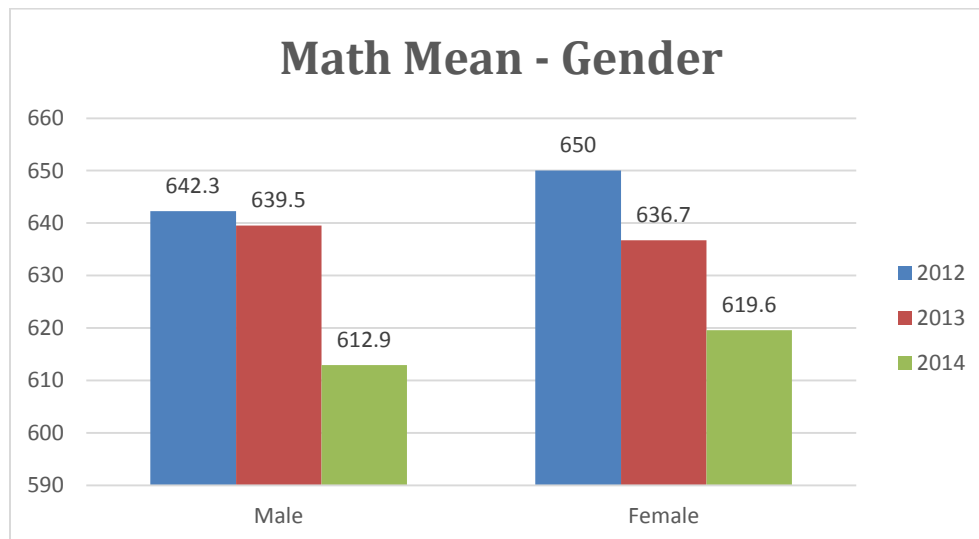
In 2014, Math PASS scores showed that our White subgroup had the highest mean score of 637.5 with the African American subgroup being the lowest score of 606.7. The difference between the two subgroups was 30.8 points. To meet the ESEA waiver, the subgroups had to score 640. The Hispanic subgroup increased by 6.5 points. The White, African American and Hispanic subgroups did not meet the score of 640.

Overall Results Disaggregated by Gender

In 2014 the testing population for the Math and ELA portions of the test was 278 students. When looking at the results disaggregated by gender in 2014, 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, 2013, and 2014 PASS test.



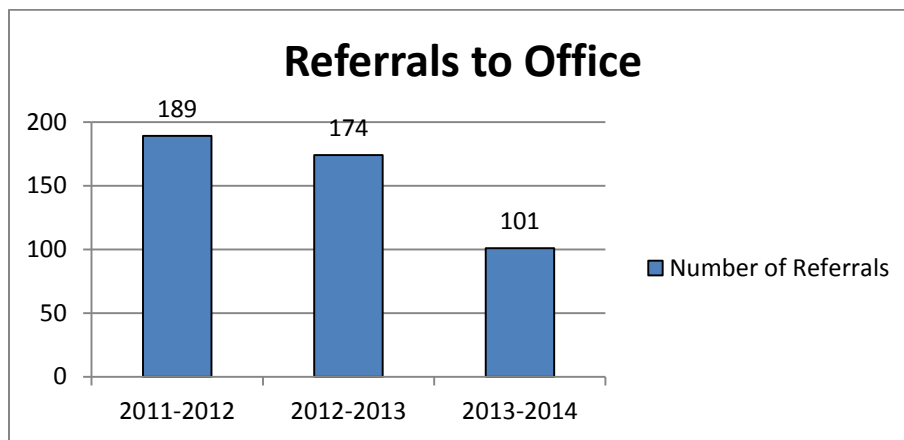
In 2012 and 2013, the male and female subgroups surpassed the ESEA waiver. To meet the ESEA waiver in 2014, the subgroups had to score 640. The male and female subgroups did not meet the score of 640. The males decreased by 32.9 points and the females decreased by 22.8 points. In 2014, the females scored 23.5 points higher than the males



In 2014 the Math portion of PASS revealed an increase in discrepancy between the sexes. There was a 6.7 point difference between the two subgroups. To meet the ESEA waiver, the subgroups had to score 640. The Male subgroup decreased by 26.6 points. The Female subgroup decreased by 17.1 points. The Male and Female subgroups for math did not meet the score of 640.

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. The staff decided to implement a school-wide behavior management system so they studied and created the PBIS system for our school. The following data shows a comparison of discipline referrals for the 2011-2012 through 2013-2014 school years.



The PBIS Leadership Team continuously analyzes the data. While not every discipline problem is reported by referral, the Assistant Principal tracks behavior interventions through the use of a Major Behavior form. For the past three years our whole staff has been implementing Positive Behavior Intervention Supports (PBIS) to decrease the number of student referrals and discipline problems. For the 2013-2014 school year, our referrals was the lowest with only 101 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 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 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. In 2014, our overall weighted points were 72 and our overall grade conversion was a C. A "C" means that our school performance meets 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 Balanced Literacy for ELA instruction
- *RtI teachers work with at-risk kindergarten, first, second, and third grade students
- *Implement the 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, ActivExpressions, 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 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* and O'Connell and SanGiovanni's *Putting the Practices Into Action*
- *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, ActivExpressions, 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, ActivExpressions, etc.)
- * Virtual Science Lab for Fourth and fifth graders

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, two full-time and one part-time to work with students with learning disabilities. Speech services are also offered by one full-time and one 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 one LD/SC Neuro teacher (2nd, 3rd, 4th, and 5th), one EM-Neuro Intermediate teacher and one EM-Neuro Primary teacher. 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 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, 2013, and 2014 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

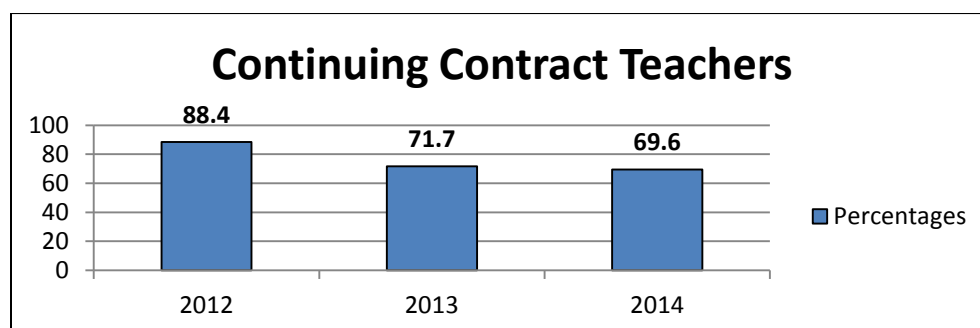
We have a clear path for increasing student achievement laid out before us. We know how to implement content and performance standards in our classrooms. We have continued additional support in reading for low-achieving students, broadened hands-on learning in the classrooms, and small groups. We are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

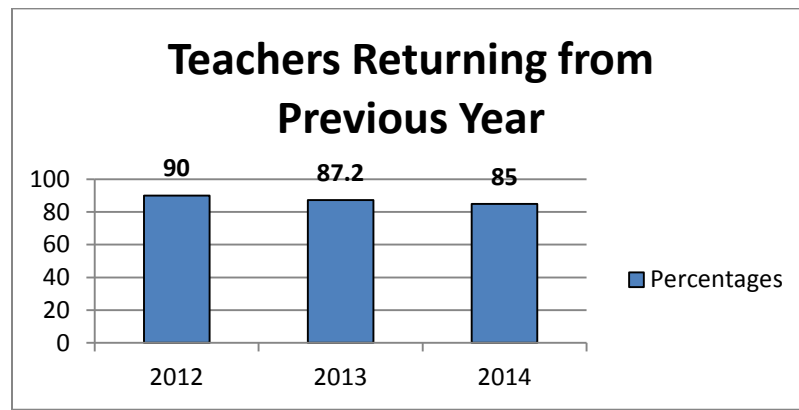
Teacher and Administrator Quality

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.

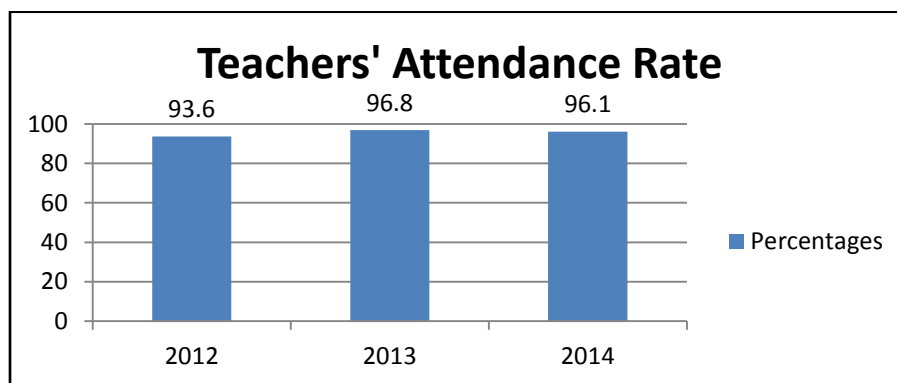
Teacher retention

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.



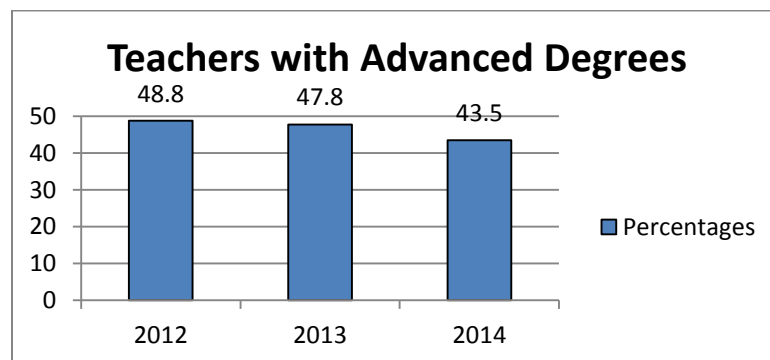


Teacher attendance



In 2014, our teachers' attendance rate was 96.1%. This was an decrease of .7%. We are above the median elementary school percentage of 95.3%.

Teachers with advanced degrees

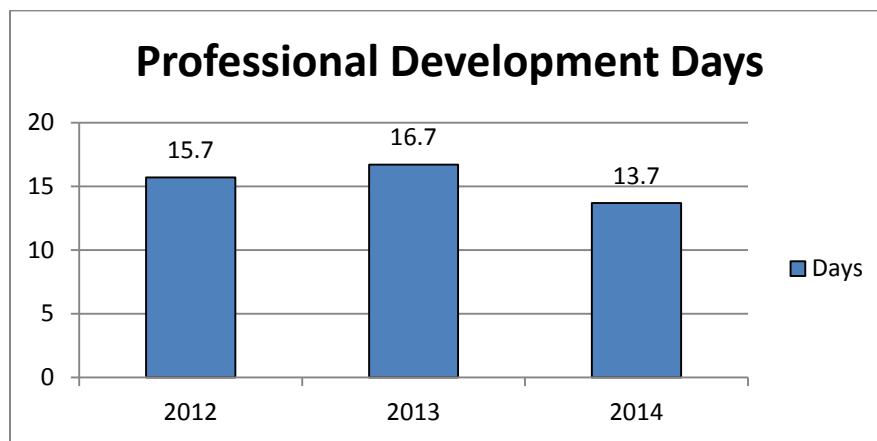


The staff of Thomas E. Kerns continues to grow in professional development in the earning of advance degrees. In 2014, we had 43.5% of teachers with advance degrees. This is a decrease of 4.3%.

Teacher certification

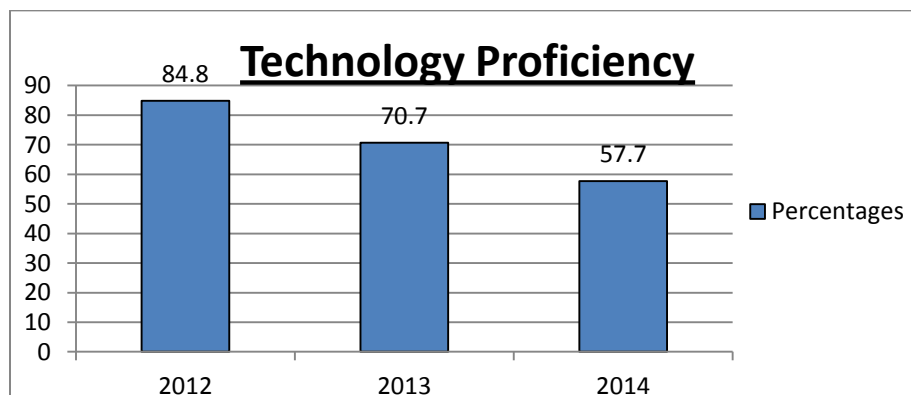
All teachers work in the field of their certification, and all teachers have been highly qualified since the opening of Thomas E. Kerns in 2006.

Professional development



In 2014, we had 13.7 days of professional development. This was a decrease of 3%. We are above the median elementary school days of professional development of 10.9 days.

Technology proficiency



In 2014, 57.7% 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.

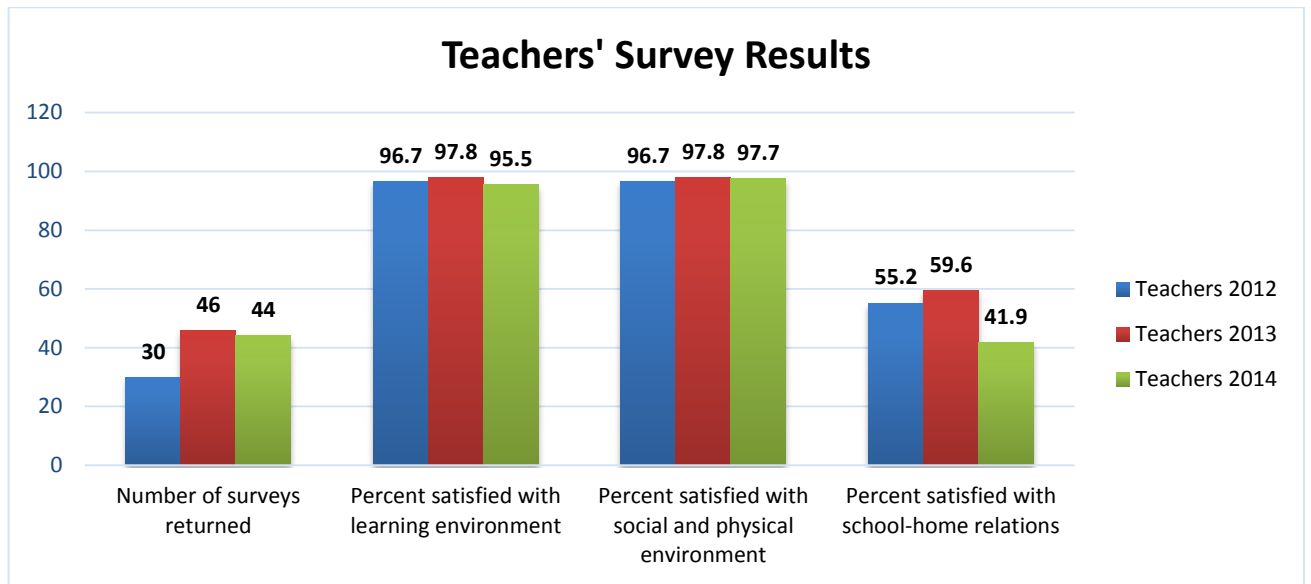
Summary of Progress

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 three years, while our attendance rate slightly decreased in 2012.

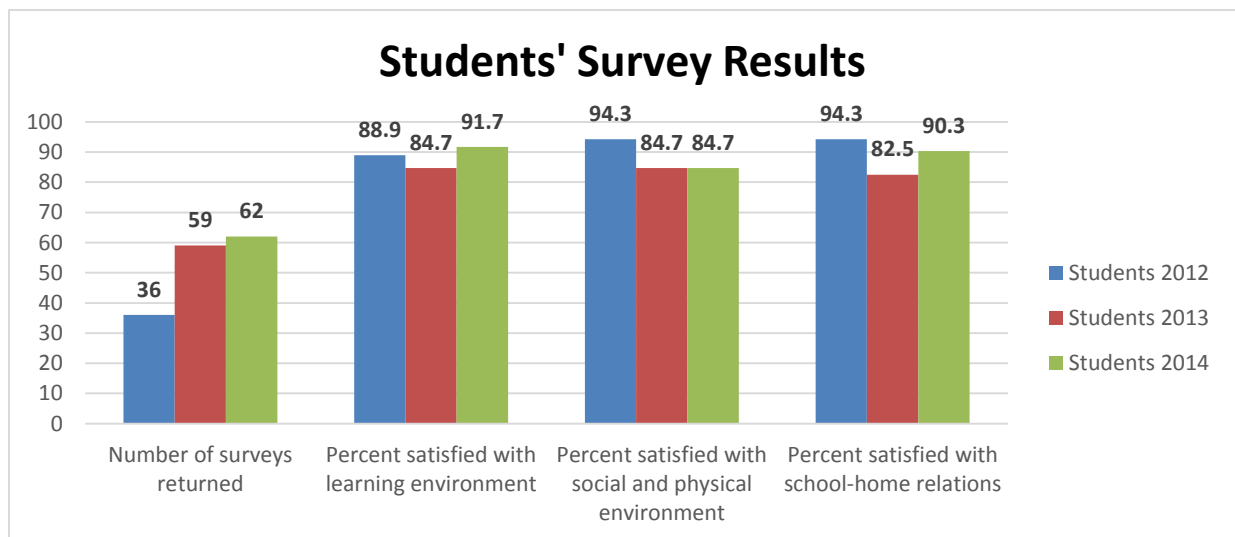
Teachers at Thomas E. Kerns are all highly qualified. Many have advanced degrees and several are in the process of acquiring a higher level of education. To maintain proficiency and skills, all teachers attend professional development during scheduled faculty meetings and also attend workshops off contract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

School Climate

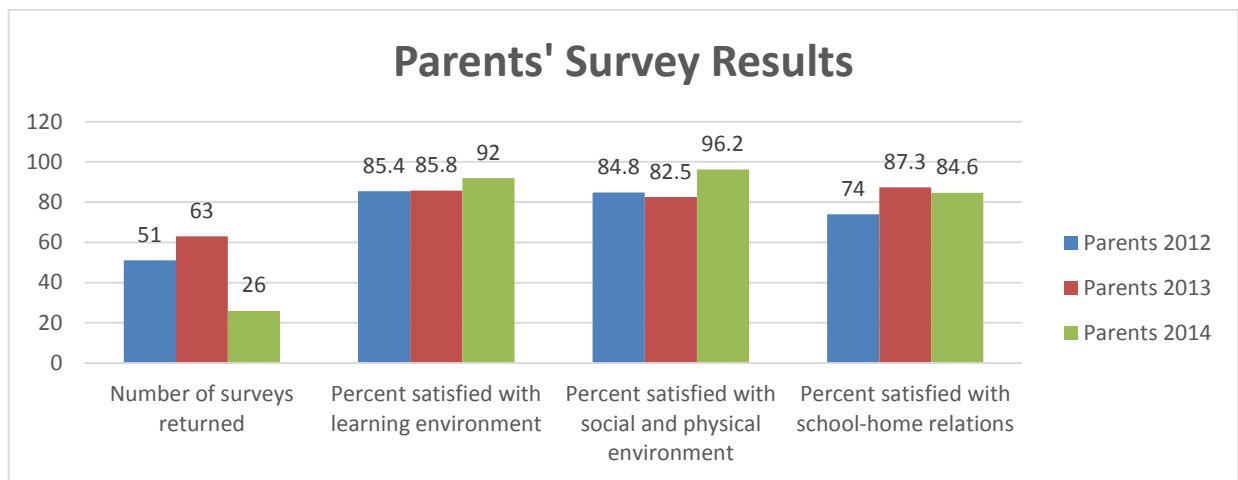
School Report Card Survey Results



Survey results show that teachers are satisfied with the learning environment as well as the social and physical environment. There was an decrease 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.

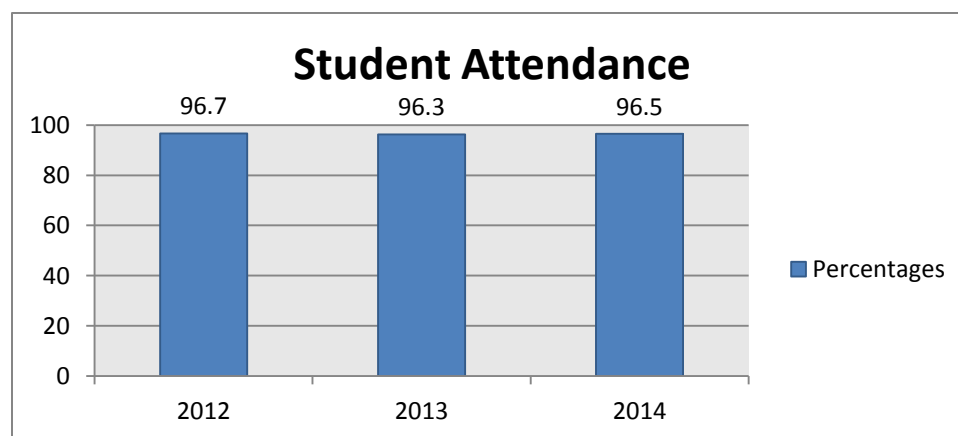


The students' survey results went up in satisfied with learning environment and school-home relations in the 2014 school year. It remained the same in social and physical environment. We had an increase in the number of students taking the survey.



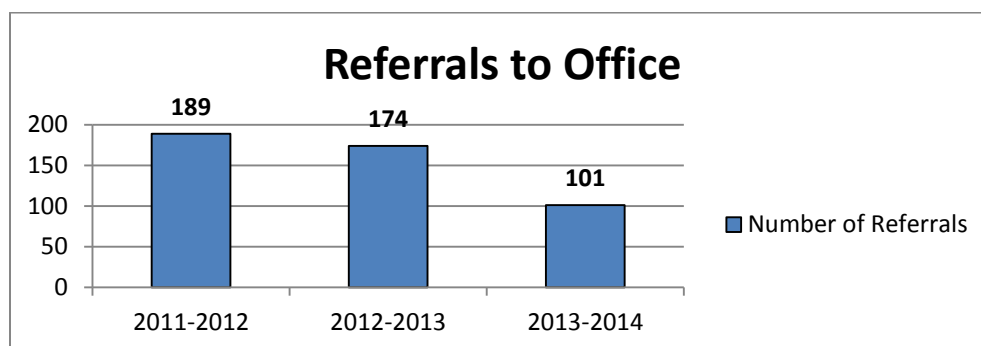
In 2014, there was an increase in the areas of satisfied with the learning, social and physical environment. There was a decrease in the number of surveys returned and with satisfied with school-home relations of 2.7%. The school is working to improve school-home relations by implementing many of the 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



For the past three years our referrals have decreased.

Summary of Progress

We had a slight increase in the number of surveys returned by teachers. All were satisfied with the learning, social and physical environments. Teachers are still not satisfied with school-home relations.

More students returned their survey than in 2013. The students' survey results went up in satisfied with learning environment and school-home relations in the 2014 school year. The survey results remained the same for social and physical environment.

In 2014, the parent surveys increased in satisfied with learning, social and physical environments. School-home relations decrease for parents. The school is working to improve school-home relations by implementing many of the ideas that were suggested by our parents.

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 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	2015-16	2016-17	2017-18
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	2015-16	2016-17	2017-18
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	2015-16	2016-17	2017-18
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	2015-16	2016-17	2017-18
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	2015-16	2016-17	2017-18
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	2015-16	2016-17	2017-18
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Thomas E. Kerns Elementary

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	2015-16	2016-17	2017-18
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Thomas E. Kerns Elementary

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 – District – Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				

Thomas E. Kerns Elementary

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.

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	2015-16	2016-17	2017-18
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	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

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

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

ITBS

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	35 th 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	33 rd 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

Thomas E. Kerns Elementary

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Regular meetings with IC	2013-2018	Instructional Coach	\$0.00	N/A	Agendas, sign-in sheets
Integrating writing across the curriculum	2013-2018	Instructional Coach	\$0.00	N/A	Lesson plans, observations
Focus on district/state writing rubric	2013-2018	Instructional Coach	\$0.00	N/A	Lesson plans, observations
Provide professional development with District Elementary ELA consultant	2013-2018	Instructional Coach/District Consultant	\$0.00	N/A	Sign-in sheets
Extended day program for grades 2-5	2013-2018	Title I Facilitator	\$11,794	Title I/SIF	Compass Learning, Teacher evaluations
In-services on <i>Balanced Literacy</i>	2013-2014	Instructional Coach	\$164,020	District Title I	Sign-in sheets
Everyday Counts Calendar Math	2013-2018	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	2013-2018	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					
Actual	42	42	39	37			

Thomas E. Kerns Elementary

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of 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 – School Profile page – Students section

	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	96.5				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

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 – Parent Survey item #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	92%				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	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 – Student Survey item #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	91.7				
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	81.6				

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 – Teacher Survey item #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	95.5				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

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 – Parent Survey item #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	96.2				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

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 1.4 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	90.0	91.3	92.6	93.9	95.2
School Actual	94.2	81.3	90.0				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

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 – Teacher Survey item #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	97.7				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

Thomas E. Kerns Elementary

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of 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

[2013-2014 School Report Card](#)

[2013-14 ESEA \(Federal Accountability Rating System\)](#)