

Robert E. Cashion Elementary School
School

Mr. Ryan Streetman
Principal

Greenville County School District
School System

Dr. Burke Royster
Superintendent

Action Plan
2014-15 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL Robert E. Cashion Elementary

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (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

Dr. W. Burke Royster	<i>W Burke Royster</i>	3/23/2016
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Shawn Hagerman	<i>Shawn Hagerman</i>	3/23/16
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Ryan Streetman	<i>Ryan Streetman</i>	3/23/16
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ryan Streetman	<i>Ryan Streetman</i>	3/23/16
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 1500 Fork Shoals Rd
Greenville, SC 29605

SCHOOL'S TELEPHONE: (864) 355-8000

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS
(Mandated Component)

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.

POSITION

NAME

1. PRINCIPAL Ryan Streetman
2. TEACHER Shelley Peak
3. PARENT/GUARDIAN Willie Walton
4. COMMUNITY MEMBER Beth McKelvey
5. SCHOOL IMPROVEMENT COUNCIL Sean Hagerman
6. Read to Succeed Reading Coach Revonda Bradshaw
7. School Read to Succeed Literacy Leadership Team Lead Ryan Streetman
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

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

TEACHER

Ms. Kelly Allison

TEACHER

Ms. Angela Bagwell

TEACHER

Ms. Revonda Bradshaw

TEACHER

Mrs. Ashley Brown

CUSTODIAN

Ms. Barbara Brown

TEACHER

Ms. Leigh Anne Buckley

CAFETERIA

Ms. Linda Bunnel

TEACHER

Ms. Monica Caldwell

TEACHER	Ms. Pressly Caldwell
TEACHING ASSISTANT	Mr. Philip Chapman
TEACHING ASSISTANT	Ms. Paula Church
TEACHER	Ms. Sally Clark
CAFETERIA	Ms. Freddie Clinkscale
TEACHER	Mrs. Elizabeth Cochran
TEACHER	Ms. Kay Cook
TEACHER	Mr. Jonathan Cvammen
CUSTODIAN	Ms. Ramula Dalaten
ATTENDANCE CLERK	Ms. Mary Donaldson
TEACHER	Mrs. Caroline Easley
TEACHER	Mrs. Lindsay Elsenheimer
ASSISTANT PRINCIPAL	Ms. April Frederiksen
TEACHER	Ms. Ruth Fuller
TEACHING ASSISTANT	Ms. Avie Gainey
TEACHER	Ms. Molly Graves
CLERK	Mrs. Normajean Hagerman
TEACHER	Ms. Katie Hansel
TEACHER	Ms. Susan Harper
TEACHER	Mrs. Whitney Humphries
CAFETERIA	Ms. Luvenia Hill
MAINTENANCE	Mr. Joel Jones
TEACHER	Ms. Margaret Kerechanin

TEACHER	Mrs. Teresa Knepp
TEACHER	Mrs. Morgan Kuykendall
GUIDANCE COUNSELOR	Ms. Ericka Lasenbery
TEACHING ASSISTANT	Mrs. Jennifer Lee
TEACHER	Ms. Anna Leeke
TEACHER	Mrs. Kristin Moore
SPEECH PATHOLOGIST	Ms. Elizabeth Muir
TEACHER	Ms. Chris Martin
TEACHER	Ms. Erica McCall
TEACHER	Ms. Mary McCall
MAINTENANCE	Mr. Joe McKinney
MENTAL HEALTH COUNSELOR	Ms. Stephanie Milner
MEDIA SPECIALIST	Mrs. Martha Morgan
TEACHER	Mrs. Jennifer Murphy
CAFETERIA	Ms. Beverly Myers
SPEECH PATHOLOGIST	Ms. Anne Ouimette
TEACHING ASSISTANT	Ms. Beth Owens
TEACHER	Ms. Shelley Peak
CAFETERIA	Ms. Betty Powers
TEACHER	Dr. Beth Reynolds
TEACHER	Ms. Karen Richardson
PLANT ENGINEER	Ms. Tracy Riner
TEACHER	Ms. Melissa Riznyk

NURSE	Ms. Julie Smith
PRINCIPAL	Mr. Ryan Streetman
CAFETERIA	Ms. Linda Sullivans.
CAFETERIA	Ms. Faye Talley
TEACHING ASSISTANT	Ms. Erin Taylor
TEACHER	Ms.Tracey Thackston
TEACHER	Ms. Nikki Tucker
TEACHER	Mrs. Vilma Turner
TEACHER	Ms. Becky Waldrep
TEACHER	Ms. Laurie Walker
TEACHING ASSISTANT	Ms. Harriet Way
TEACHER	Mrs. Karen Weinberg
TEACHER	Ms. Dana Wham
TEACHER	Ms. Mandie Wilmott
Instructional Coach	Ms. Kathy Woodward

* **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

Assurance

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 679 students (11/30/15) 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 Standards 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
- Four 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
- Palmetto Gold Award for Closing the Gap

School Profile

Robert E. Cashion Elementary

Demographics of the Robert E. Cashion Community

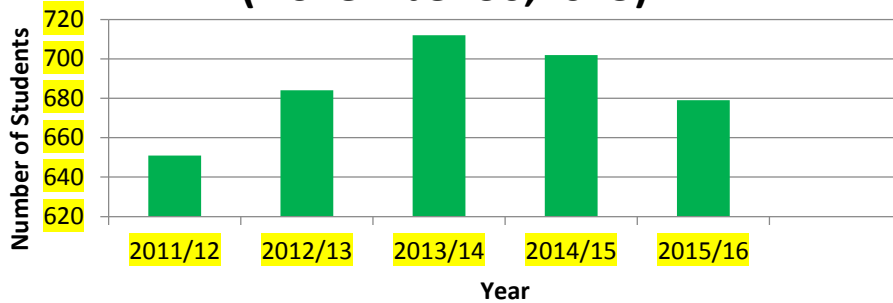
Robert E. Cashion is a kindergarten through grade five public school built in 2003 that currently houses 679 (11/30/2015) students and 56 full-time instructional staff members and paraprofessionals. The facilities at Robert E. Cashion consist of 44 classrooms, a cafeteria/auditorium, gymnasium, media 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.

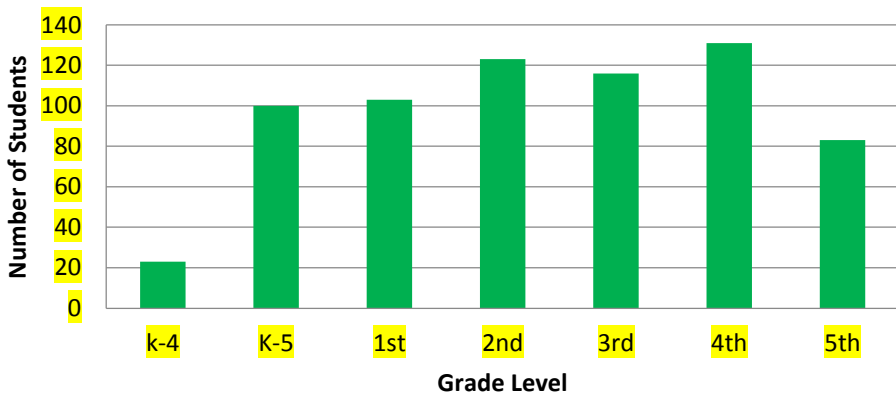
A diverse population exists within our school which includes the following student breakdown: 330 African Americans, 4 Asians, 72 Hispanics, 228 Whites, 1 American Indian, 1 Pacific Islander, and 43 students of two or more races. There are 325 females and 354 males with a total student population of 679 students. Seventy-two percent of our students qualify for free or reduced meals. The remaining population falls into the low to middle socioeconomic categories. The addition of a charter school in the area has had a negative impact on our student enrollment. Parents who want their children to attend the charter middle school are assuring a placement there by enrolling them in the elementary program.

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 students.

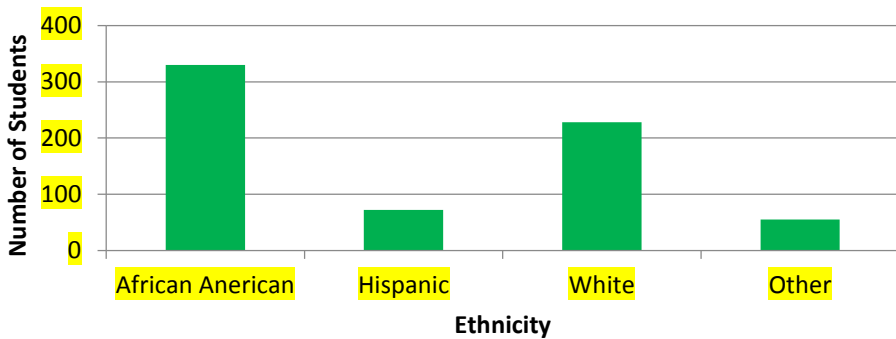
Chart Population Growth Robert E. Cashion Elementary (November 30,2015)



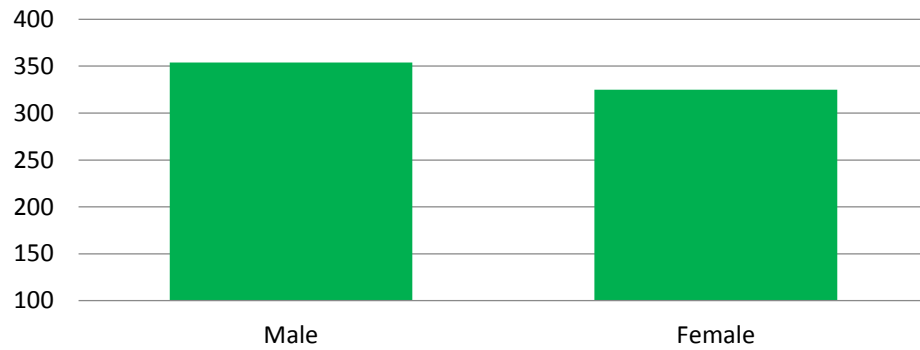
Student Enrollment by Grade Level 2015-2016



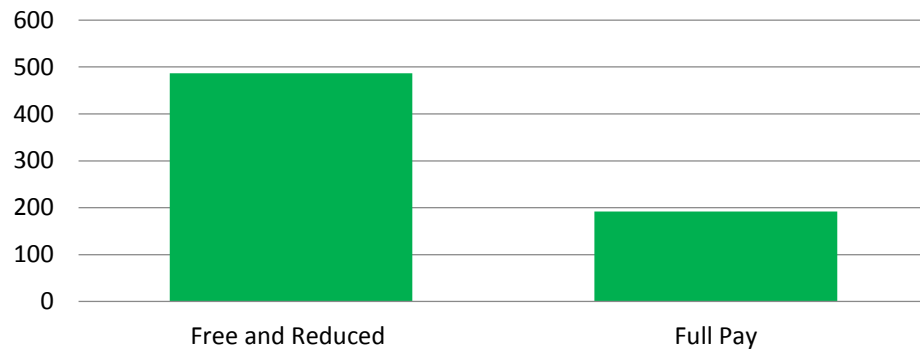
Ethnic Distribution Robert E Cashion Elementary 2015-2016



Robert E Cashion Gender Distribution November 30,2015



Robert E Cashion Free and Reduced Lunch November 30, 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. Many of these students are served with the inclusion model. We also have two speech therapists that serve students with language and articulation disabilities.

School Personnel Data

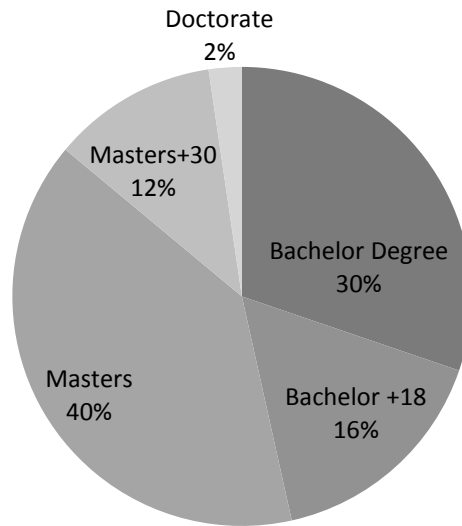
The staff includes the principal, assistant principal, 30 regular classroom teachers, a full time and one half time reading interventionist, 4 special education teachers, an instructional coach, a guidance counselor, 2 speech/language therapists, a media specialist, an art teacher, a music teacher, a physical education teacher, and 10 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. About half of our teachers have over ten years experience. There is one 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	0	1	0	0	0	0
5K	0	2	1	0	0	1	0
1st	1	1	0	2	1	0	0
2nd	3	0	1	1	1	0	0
3rd	3	2	0	0	0	0	0
4th	0	2	2	0	0	0	1
5th	3	0	0	0	1	0	0
OTHER	2	3	1	3	1	1	2
TOTAL	12	10	6	6	4	2	3

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 23 to 1.

Leadership

Principal- Ryan Streetman



Our principal, Ryan Streetman, was born and raised in Simpsonville. He graduated from Hillcrest High School in 1995. After graduation he attended Erskine College, where he played basketball and in 1999, earned a degree in Sports Management. The following year he enrolled at Lander University and in 2001, graduated with an Elementary Education degree. In order to pursue his administrative dreams, he received his Master in Education Supervision and Administration from Clemson University in 2009.

Not only have the past 14 years been wonderful professionally, his personal life has been full of joy and happiness as well. His wife, Virginia, and he have been married for 13 years. They are blessed with 3 beautiful children! Emma, who is 11 years old, is in the 6th grade. Charlie, their only son, is 8 years old and is in 3rd grade. Murphy, the most recent addition to the family, is 5 years old and started kindergarten last fall. Ryan and his wife really enjoy seeing their children grow. When they are not playing outside with their big yellow lab, Copper, and their rescue dog, Sadie, they enjoy watching sports especially college football in the fall.

Ryan is a sports fanatic and loves watching or playing just about any sport. Prior to becoming principal at Robert E Cashion, Ryan served as assistant principal at Plain Elementary, Ralph Chandler Middle and Fountain Inn Elementary.

Assistant Principal – April Frederiksen



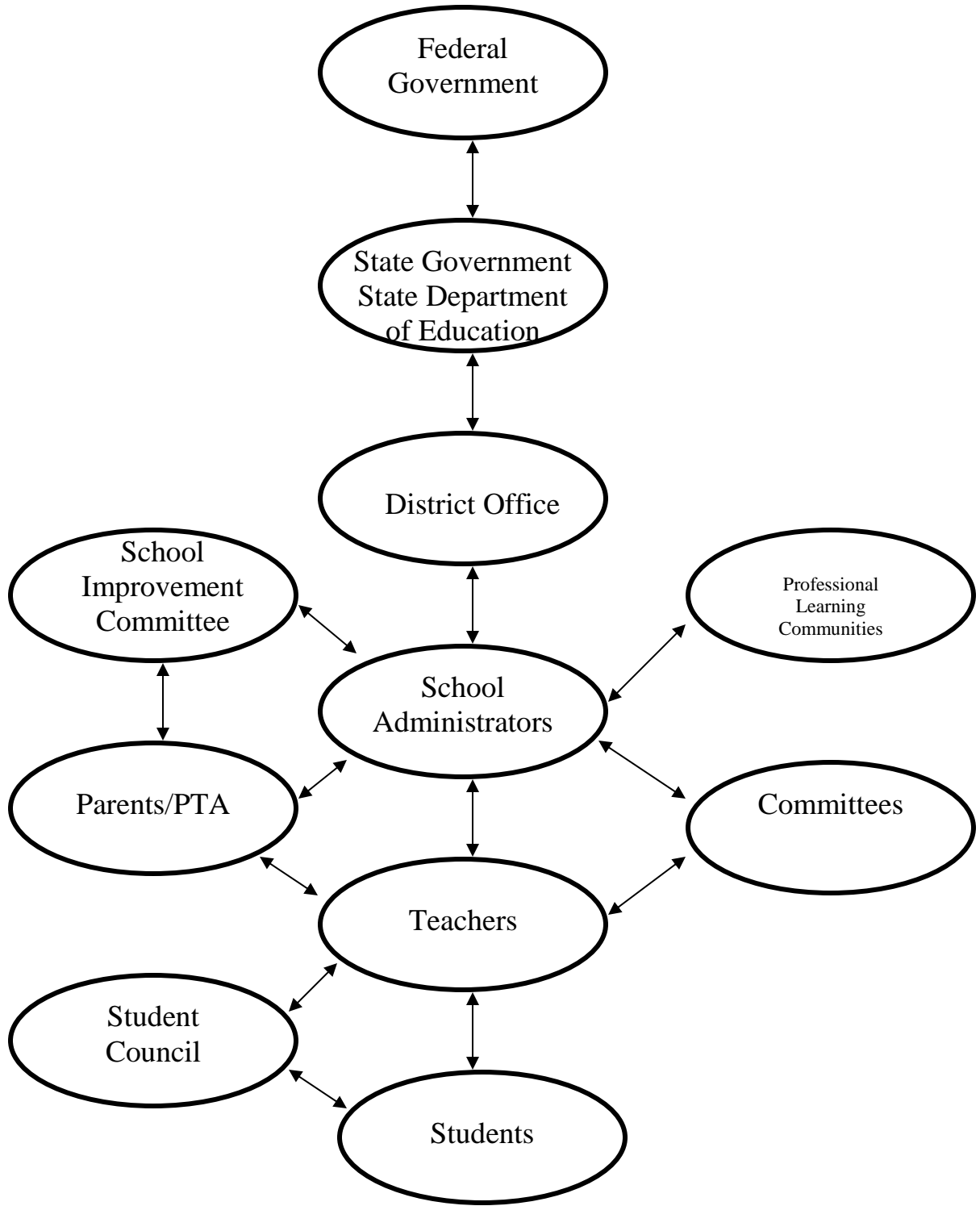
Robert E. Cashion's Assistant Principal is Mrs. April Frederiksen. Mrs. Frederiksen is a product of Greenville County Schools. She is married and is a proud mother of four children. She received her Bachelor of Arts degree in Elementary Education from Clemson University and a Master of Arts Degree in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

This is Mrs. Frederiksen's third 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, participating in Men Who Read, being reading mentors, 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, Wendy's, Ingles, Papa John's, Publix, Mauldin UPS Store, 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.

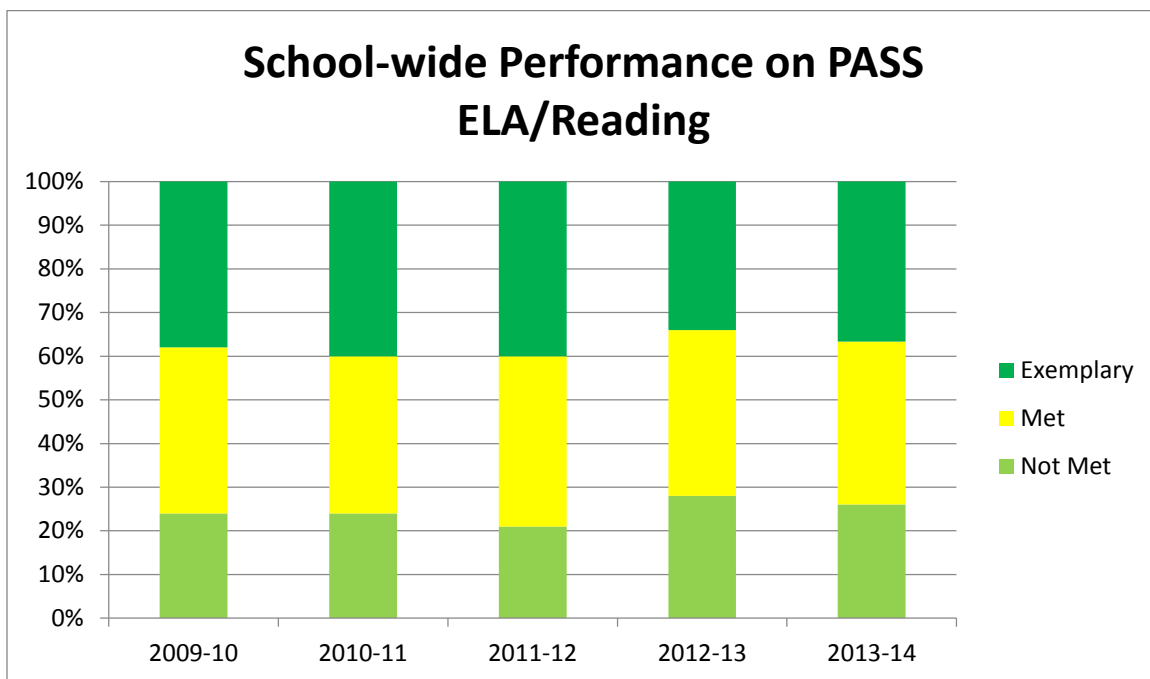
- Teachers should be given flexibility with instructional methods as they evaluate and incorporate new ideas.
- The total school environment needs to be inviting and stimulating in order to create eager learners.
- All cultures have value.
- Everyone is unique and worthy of respect.

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

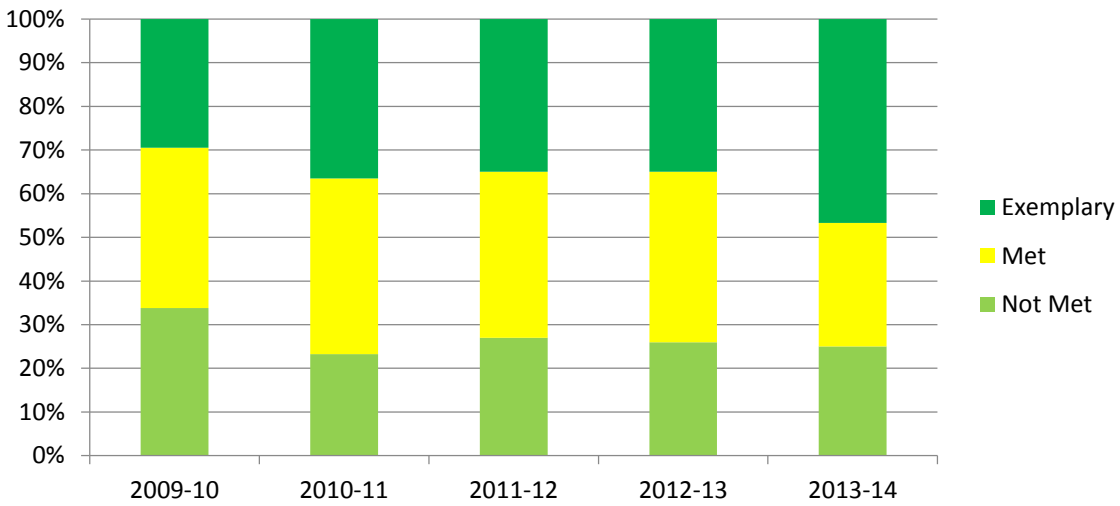
- As a result of the self-study process we will continue to meet the needs of a diverse learning group. Based on test data there is a strong need for the continued instruction of phonemic awareness and reading comprehension strategies. In addition, our test data indicates a need to address the achievement 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



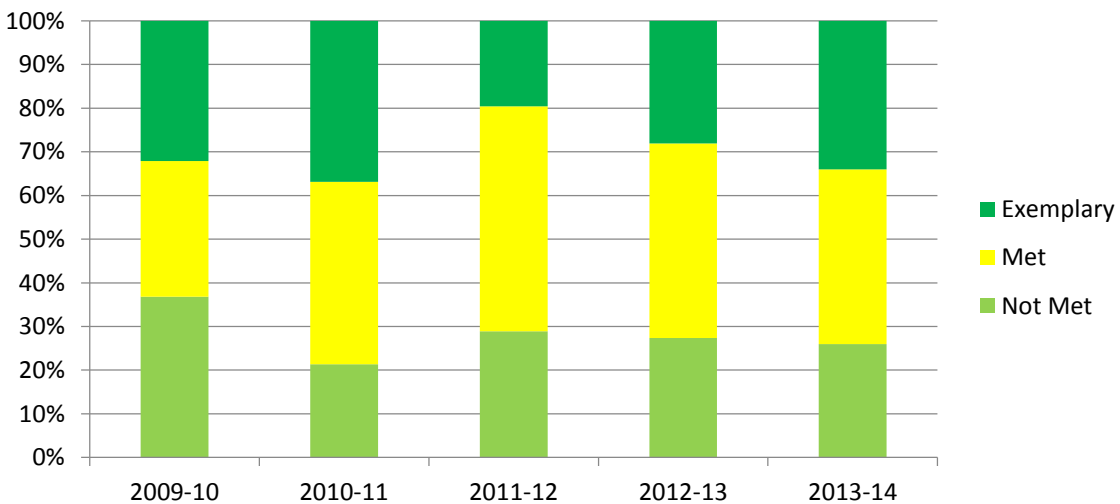
Performance has remained consistent over the past four years with a slight decrease in the not met category and a slight increase in the exemplary category in the past two years.

Chart School-wide Performance on PASS Math

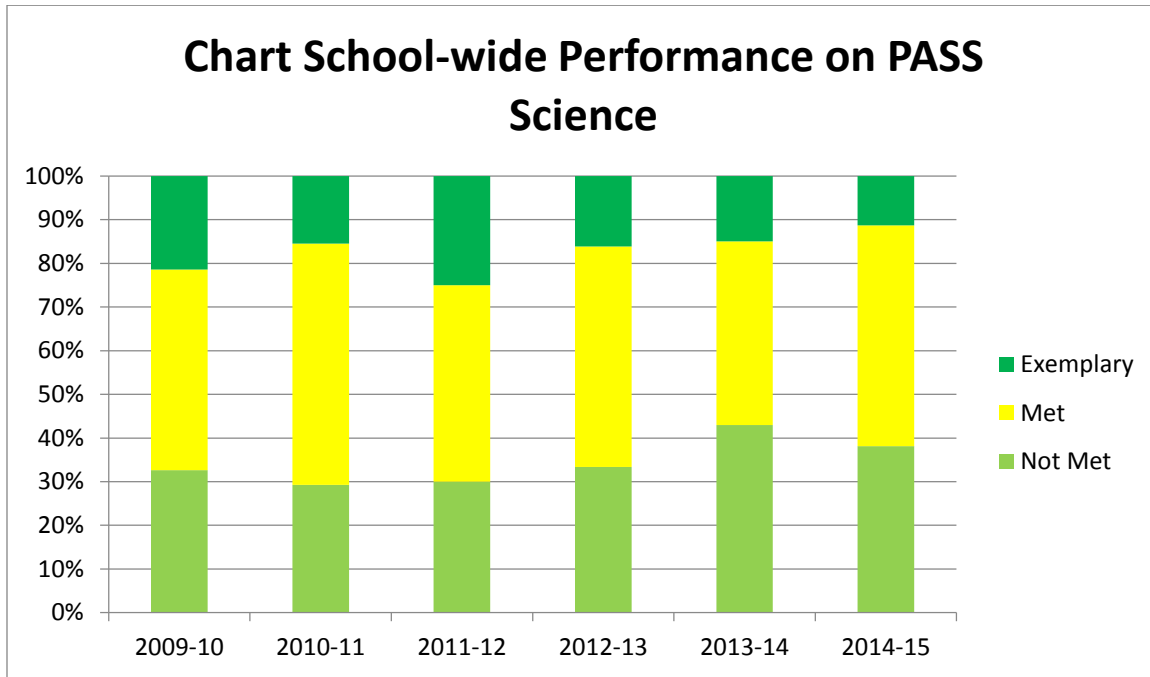


The percentage of students scoring exemplary on math has increased significantly while those in the not met category has shown a slight increase.

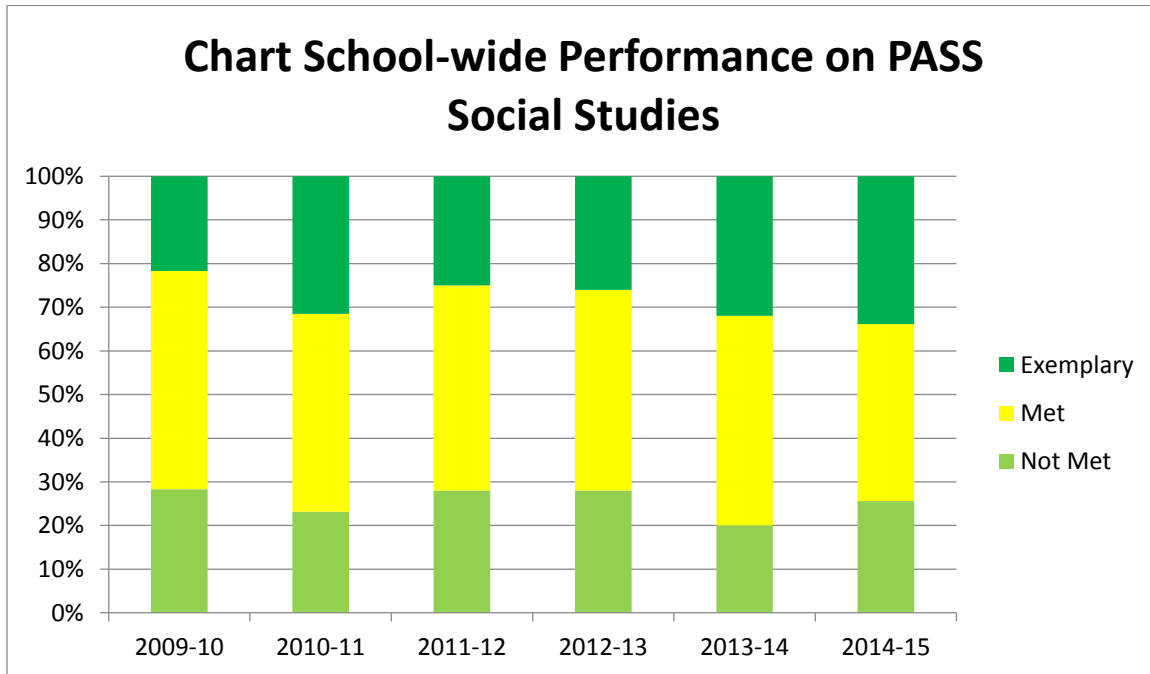
School-wide Performance on PASS ELA/Writing



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:

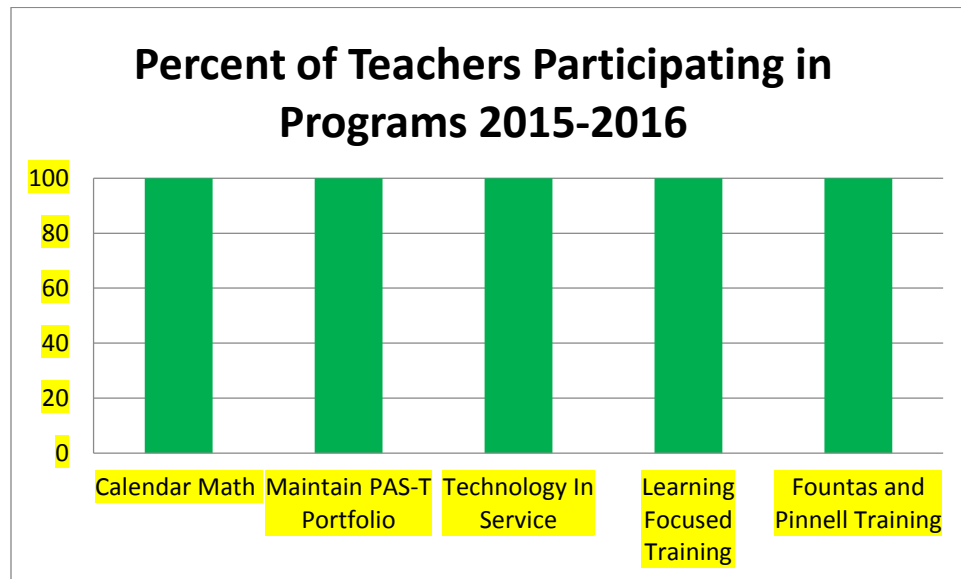
With our next steps, our focus is to move student achievement from the basic level to the proficient and advanced levels.

- 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 2015-16 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 2016-17 school year.

Professional Development 2015-2016

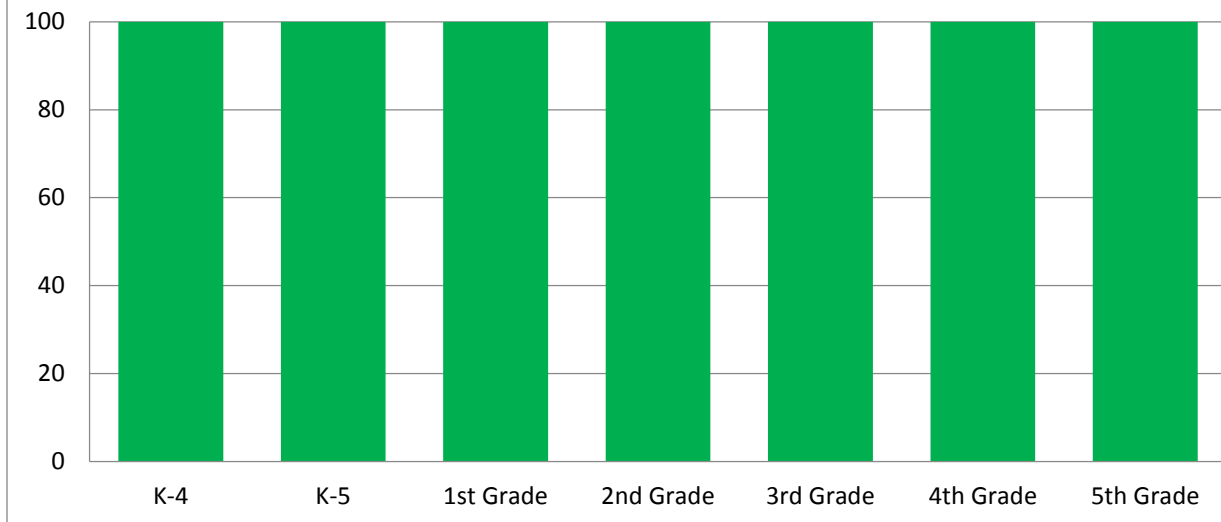
Date	Activity
August 11, 2015	Breakfast/Morning Meeting 8-11 /PM in classrooms
August 12, 2015	In classrooms - Faculty Council 1:30
August 13, 2015	Open House 6-7
August 14, 2015	Open House 1-2/ (tentative) IC meet with new teachers 9-10
August 17, 2015	Meeting with Faculty Meeting on 30 minute rotating schedule
August 19, 2015	Faculty Meeting/Celebration
August 26, 2015	Faculty Meeting
September 2, 2015	PLC's
September 9, 2015	Energy Bus
September 16, 2015	Faculty Meeting/A team / speech
September 23, 2015	United Way
September 30, 2015	Chris Burras/Notebooking
October 7, 2015	Vertical Teams
October 14, 2015	No Meeting
October 21, 2015	Faculty Meeting/ESOL/ Child Abuse/Challenge
October 28, 2015	Energy Bus
November 4, 2015	Vertical Teams
November 11, 2015	Energy Bus
November 18, 2015	Faculty Meeting/Virtual field trips
December 2, 2015	Vertical Teams

December 9, 2015	Energy Bus
December 16, 2015	Faculty Meeting/ Christmas Party
January 6, 2016	Vertical Teams
January 13, 2016	Faculty Meeting
January 20, 2016	Faculty Meeting
January 27, 2016	Ashley's shower
February 3, 2016	Vertical Teams
February 10, 2016	Faculty Meeting
February 17, 2016	Faculty Meeting
February 24, 2016	Katie's shower
March 2, 2016	Vertical Teams
March 9, 2016	Faculty Meeting
March 16, 2016	Faculty Meeting
March 23, 2016	Faculty Meeting
April 6, 2016	Vertical Teams
April 13, 2016	Faculty Meeting
April 20, 2016	Faculty Meeting
April 27, 2016	Faculty Meeting
May 4, 2016	Vertical Teams
May 11, 2016	Faculty Meeting
May 18, 2016	Faculty Meeting
May 25, 2016	Faculty Meeting

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.

Percent of Parents Participating in Meetings and Conferences by Grade Level



School Report Card-

<http://www.greenville.k12.sc.us/cashion/Upload/Uploads/report1516.pdf>

Action Plan

SC READY 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 SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by SC Ready.

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

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

Baseline data to be established in 2015-16.

SC READY 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 SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by SC READY.

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

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

Baseline data to be established in 2015-16.

SC READY 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 SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

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

Baseline data to be established in 2015-16.

SC READY % 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 SC READY.

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

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

% Tested ELA – School	<i>Baseline</i> 2015-16	2016-17	2017-18
Projected Performance	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	*		
Students in Poverty	*		

Baseline data to be established in 2015-16.

% Tested ELA – District Grades 3-5	<i>Baseli ne 2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>
Projected Performance	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	*		
Students in Poverty	*		

Baseline data to be established in 2015-16.

% Tested Math – School	<i>Baseli ne 2015- 16</i>	<i>2016- 17</i>	<i>2017- 18</i>

Projected Performance	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	*		
Students in Poverty	*		

Baseline data to be established in 2015-16.

% Tested Math – District – Grades 3-5	<i>Baseline 2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	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	*		
Students in Poverty	*		

Baseline data to be established in 2015-16.

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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above _____%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above _____%.

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

	Baseline 2014-15	2015- 16	2016- 17	2017- 18
School Projected	X	62.9		
School Actual	61.9			
District Projected	X	73.9	74.9	75.9
District Actual	72.9			

*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: From 2015-16 through 2017-18, maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above _____%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Social Studies at or above _____%.

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

	Baseline	2015- 16	2016- 17	2017- 18

	2014-15			
School Projected	X	75.4		
School Actual	74.4			
District Projected	X	82.2	83.2	84.2
District Actual	81.2			

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

IOWA

Student Achievement Teacher/Administrator Quality School Climate Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the IOWA Test.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the IOWA Test in grade 2.

DATA SOURCE(S): Fall IOWA/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	52 nd percentile		

Mathematics	2014-15	2015-16	2016-17	2017-18
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School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	39 th percentile	38 th percentile		

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	62 nd percentile		

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	51 st percentile		

<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 2016-2017	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 2016-2017	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 2016-2017	RTI Leadership Team	No cost	Special Education	Implementation Plan

4. Training for all teachers in the Fountas and Pinnell.	September-May 2016-2017	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 2016-2017	2 nd – 5 th Grade Teachers, Special Ed. Teachers, and Instructional Coach	No cost	District	Test results, teacher lesson plans
6. Analyze Fauntas and Pinnell Benchmark test results to identify student strengths and weaknesses; monitor and adjust instruction	October, January, May 2016-2017	K – 2 nd Grade Teachers	No cost	District	Test results, teacher Lesson plans
7. Keep a K-5 record of students' writing progress.	K5-5 th Grade 2016-2017	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 2016-2017	Teachers, Media Specialist	No Cost	N/A	Test Results
2. Maintain a leveled reader book room.	September-May 2016-2017	Instructional Coach	No Cost	N/A	Teacher lesson plans
3. Continue to conference with individual students.	September-May 2016-2017	Teachers	No Cost	N/A	Teacher lesson plans
4. Initiate small groups by ability.	September-May 2016-2017	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 2016-2017	Teachers,	No Cost	N/A	Teacher lesson plans
2. Provide vocabulary studies for all academic areas before a unit begins.	September-May 2016-2017	Teachers	No Cost	N/A	Teacher made materials
3. Utilize support staff to answer questions or provide extra strategies or interventions.	September-May 2016-2017	Teachers, Support Staff	No Cost	N/A	Meeting Notes
4. Provide kinesthetic activities.	September-May	Teachers	No Cost	N/A	Teacher lesson plans

	2016-2017				
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 2016-2017	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 2016-2017	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 2016-2017	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 2016-2017	Teachers, Instructional Coach	No cost	N/A	Teacher lesson plans
5. Incorporate Every Day Counts Calendar Math into curriculum.	August-May 2016-2017	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations
6. Incorporate Compass Odyssey Math instruction for grades K – 5.	August-May 2016-2017	Classroom Teachers & K-5 Teaching Assistants	No cost	N/A	Lesson Plans
7. Incorporate a problem-of-the-day type activity into instruction daily.	August-May 2016-2017	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations
8. Include a spiral review of math skills at least weekly.	August-May 2016-2017	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations
9. Focus on correct math terminology when teaching.	August-May 2016-2017	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 2016-2017	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 2016-2017	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	August-May 2016-2017	Classroom Teachers	No cost	N/A	Teacher lesson plans and observations

assessments.					
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 2016-2017	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 2016-2017	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 2016-2017	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 2016-2017	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 2016-2017	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 2016-2017	Classroom Teacher & Support Staff	No cost	N/A	Teacher Lesson Plans, science lab schedule
3. Support content area with nonfiction reading materials, including e-books and periodicals sets for the classroom.	August – September 2016-2017	Classroom Teacher & Support Staff	No cost	N/A	Teacher Lesson Plans, materials checked out from bookroom and media center
4. Develop school-wide focuses for each content area.	August – September 2016-2017	Professional Learning Committees	No cost	N/A	Evidence of meetings

5. Participate in the virtual field trips offered by the school district	August – September 2016-2017	Classroom Teacher & Support Staff	No cost	N/A	Teacher Lesson Plans
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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	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	100			

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
1. All teachers will be trained in the Fountas and Pinnell methods	June-May 2016-2017	Fountas and Pinnell	No cost	District	District Portal System
2. All new teachers will attend training in Everyday Counts Calendar Math	Aug.-May 2016-2017	District personnel	No cost	District	Certificate of completion
3. All new teachers will attend training in Learning Focused	Aug.-May 2016-2017	District personnel	No cost	District	Certification of Completion
4. Provide training in technology and share ideas at faculty meetings	Aug.-May 2016-2017	Technology Team members	No cost		District Portal System
5. Teachers will maintain a PAS-T portfolio	Aug.-May 2016-2017	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 2016-2017	District personnel	No cost	District	District Portal System

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	96.4			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.00	95.6			

PARENT SATISFACTION – LEARNING ENV.

Student Achievement Teacher/Administrator Quality School Climate Other
Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of parents who are satisfied with the learning environment at 95.8% or higher from 2013 through 2018.

ANNUAL OBJECTIVE: Annually maintain the percentage of parents who are satisfied with the learning environment at 95.8% or higher

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.8	95.8	95.8	95.8	95.8
School Actual	95.8	84.4	74	71			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.5			

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	73			
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	83.9			

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	68			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

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	75			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7			

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

School Projected	X	X	100.0	100.0	100.0	100.0	100.0
School Actual	100.0	100.0	97.4	84			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	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 2016-2017	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 2016-2017	Office Staff	None	N/A	Log of parental contacts
3. Make personal phone calls to students that are absent.	Daily 2016-2017	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 2016-2017	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 2016-2017	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 2016-2017	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 2016-2017	Assistant Principal, Kiwanis Club, Faculty	No cost	Funded by Kiwanis Club and in-house funding	Newspaper and Morning News
3. Invite parent participation in school sponsored activities – for example: writing workshop, testing workshop, Muffins for Moms, Doughnuts for Dads, Trunk-A-Treat,	August – May 2016-2017	Faculty and PTA	No cost		Replies from Invitations Sent

Chorus Performances, Spring Fling, and Lunch Invitations					
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