

Thomas E. Kerns Elementary
Dr. Mark Adams, Principal

Greenville County Schools
W. Burke Royster, Superintendent

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

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 _____ | <u>Dr. Mark Adams</u> |
| 2. TEACHER _____ | <u>Allison Golden</u> |
| 3. PARENT/GUARDIAN _____ | <u>Ajana McClellan</u> |
| 4. COMMUNITY MEMBER _____ | <u>Matrulene Johnson</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | <u>Stephanie Baker</u> |
| 6. Read to Succeed Reading Coach _____ | <u>Charlotte McNeill</u> |
| 7. School Read to Succeed Literacy Leadership Team Lead _____ | <u>Charlotte McNeill</u> |
| 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.

<u>POSITION</u>	<u>NAME</u>
<u>Title One Facilitator</u>	<u>Judy Hall</u>
<u>Instructional Coach</u>	<u>Ann Heatherly</u>
<u>Instructional Coach</u>	<u>Sarah Liebenrood</u>
<u>Interventionist</u>	<u>Lorri Smith</u>
<u>Teacher</u>	<u>Stephanie Wallace</u>
<u>Teacher</u>	<u>Katie Mink</u>
<u>Teacher</u>	<u>Hillary Toro</u>
<u>Teacher</u>	<u>Justin Garrett</u>
<u>Teacher</u>	<u>Shalonda Blakeney</u>

***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 district 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 district 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 district 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 district 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 district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

Innovation

The district 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

Collaboration

The district (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 district 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.

N/A **Half-Day Child Development**

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

 Parenting and Family Literacy

The district 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 **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.

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

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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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 1-1 Personal Learning Devices, Gentlemen's Club, and Learners Today, Leaders Tomorrow. 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
Increased focus on writing
Small group reading instruction for all grades
Extended-day tutoring and academic assistance
Class size reduction in grades K, 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 South Carolina College- and Career-Ready LEA Standards (2015-2016)

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 K, 1, 2, 3, 4, and 5
Computer assisted instruction
Continued high-quality professional development for teachers
Increased focus on South Carolina College- and Career-Ready Mathematical Standards (2015-2016)
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 92.2%. 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 student and parent satisfaction show positive results. In 2016, the survey of teacher satisfaction went down in all area. Our attendance exceeds standards set by AYP. The implementation of PBIS continues to influence discipline data.

Significant Challenges:

- Mobility of students
- Our academic weak areas were ELA, Math and Science, according to SC Ready ELA, SC Ready Math and SCPASS Science
- Mathematics and Reading are weaknesses on MAP testing.

- A portion of the population present significant behavior challenges

Significant Accomplishments:

- Achieved the Silver Award for General Performance 2013
- 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

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. Because a high percentage of our student population qualify for free or reduced lunch our school has universal free meals. According to the 45th day report, Thomas E. Kerns Elementary currently houses 646 students who are divided among 38 homerooms with full time highly qualified teachers. Additionally, the school has a School Counselor, two Instructional Coaches, a Literacy Specialist, a Title One Facilitator, a Social Worker, a Parent Involvement Coordinator, a Human Services Coordinator I, and a Behavior Intervention Specialist. Other staff members include one full time and two part time speech pathologist, one full time and one part time ESOL teacher, three resource teachers (one who is part time), three full time and one part time interventionists, science lab teacher, 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). 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, pop-tabs for the Ronald McDonald House, a Walk around school, 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, Dr. Mark Adams, has been an administrator in our school district for 1 year. He has a Ph. D. in Educational Administration from the University of South Carolina. He served as a school principal in Laurens County prior to coming to Greenville. Our Assistant Principal, Mrs.

Lakeshia Rainey, has a B.S. in Elementary Education, M.A. in Counseling and a M.S in Elementary Administration. She has been in the education field for 16 years now. Prior to becoming an Administrator, she taught first and fourth grade in Greenville County. She began her role as Assistant Principal at Thomas E. Kerns last year.

Additionally, staff member chose to serve on committees that support school operations, school culture and student achievement. These committees meet 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.

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 December 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

2016-2017 Staff Data

Education Level

The varying degrees held by teachers at Thomas E. Kerns Elementary are BS – 10%, BA – 26%, BA +18 – 4%, Masters – 44%, and Master +30 – 12%, and Ph. D. – 1%. 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%, Black Females – 18%, Hispanic Female – 1%, White Males – 6%, and White Females – 73%.

Staffing and Years of Experience

The staff at Thomas E. Kerns includes: classroom teachers, two instructional coaches, a literacy specialists, a full-time speech pathologist and two part time speech pathologist, 3 full-time special education teachers, two full-time resource teachers and a part time 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, 3 full-time interventionists and a part time interventionist, one 0.3 challenge teacher, a full-time ESOL teacher and a part time ESOL teacher, a science lab teacher, a school counselor, a Title I social worker, a Title I Facilitator, 9 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 13.2 years. We have 10 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		1	4			
1	1	3	1	2		
2	1	2	1	1		1
3	1	1		2		1
4	2	3				1
5	2	3			1	
Other	3	7	2	5	3	5

Additional personnel include the secretary, attendance clerk, part-time office 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 Behavior Intervention Specialist, a Title I facilitator, a Title 1 school nurse, an on-site nurse, three speech pathologists, parent involvement coordinator, and a Title I Instructional Technology Facilitator.

Without class size reduction, our student/teacher ratio is 23:1. Thomas E. Kerns uses State money to reduce class size in first grade and Title I money to fund teacher positions in grades K, 1, 2, 3, 4, and 5 thus reducing the ratio of students to teachers in these grades. Our overarching student/teacher ratio is 17:1 (646 enrolled students /38 classes).

Attendance

Teacher attendance rate decreased from 93.9% in 2014-15 to 92.2% in 2015-16. Teachers at Thomas E. Kerns Elementary strive to attend each day of the school year.

Student Data

Enrollment

There are currently 644 students enrolled. The enrollment configuration for Thomas E. Kerns Elementary by grade level is as follows:

- Kindergarteners – 86
- First graders – 123
- Second graders – 104
- Third graders – 105
- Fourth graders – 129
- Fifth graders – 97

Attendance

The following chart shows attendance data from the 2015-2016 school year. Kindergarten has the highest number of absences. Fourth grade had the lowest number of absences. Third, fourth, and fifth

grade had the highest number of students with perfect attendance. Data includes 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	19	26	6
Grade 1	17	17	6
Grade 2	10	16	3
Grade 3	15	19	12
Grade 4	5	21	7
Grade 5	13	16	10

Gender

In 2014-15, there were 376 males and 313 females. In 2015-16, there were 385 males and 299 females. Currently, there are 349 males and 295 females enrolled at Thomas E. Kerns. The trend over the past three years indicates a greater population of males than females.

Ethnicity

In 2014-15, the student population was made up of 56.2% African-America students, 16.2% Caucasian, 22.5% Hispanic, and 5.1% Two or More Races. In 2015-16, the student population was made up of 55.5% African-America students, 16.7% Caucasian, 22.7% Hispanic, and 5.1% Two or More Races. Currently, the student population is made up of 54.7% African-America students, 16.8% Caucasian, 22.5% Hispanic, and 6% Two or More Races. The ethnicity percentages have not changed significantly over the past three years.

Lunch Status

All students at Thomas E. Kerns receive universal free meals.

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	22	40	12	7	7

Major Academic and Behavioral Features/Programs/Initiatives

- **Personal Learning Device (PLD)** – Our school has a 1-1 iPad initiative. The goal of the PLD is to enhance students' learning by using creation apps.
- **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.

- **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 subjects to two classes while all students are taught writing in their homeroom class. The goal of this structure is to strengthen the students' learning as the teachers focus on fewer subject areas. Our fourth grade teachers are teaming. They have a three teachers on each team. One teacher teaches ELA, another teachers math and science, and the third teacher teaches social studies and language arts.
- **Fountas and Pinnell** – a model for teaching children in a student-centered classroom. Children read and write independently in a variety of group settings on a daily basis. 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.
- **ReflexMath** – A math fact fluency program used to help students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division.
- **Learners Today, Leaders Tomorrow** – Fourth and fifth grade boys are matched with a mentor from the high school next door.
- **Gentlemen's Club** – This club focuses on developing young men to become better citizens and productive members in the community.
- **Digital Leaders** – Four teachers in our school are receiving training on digital learning then modeling and sharing their learning with the staff.

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.

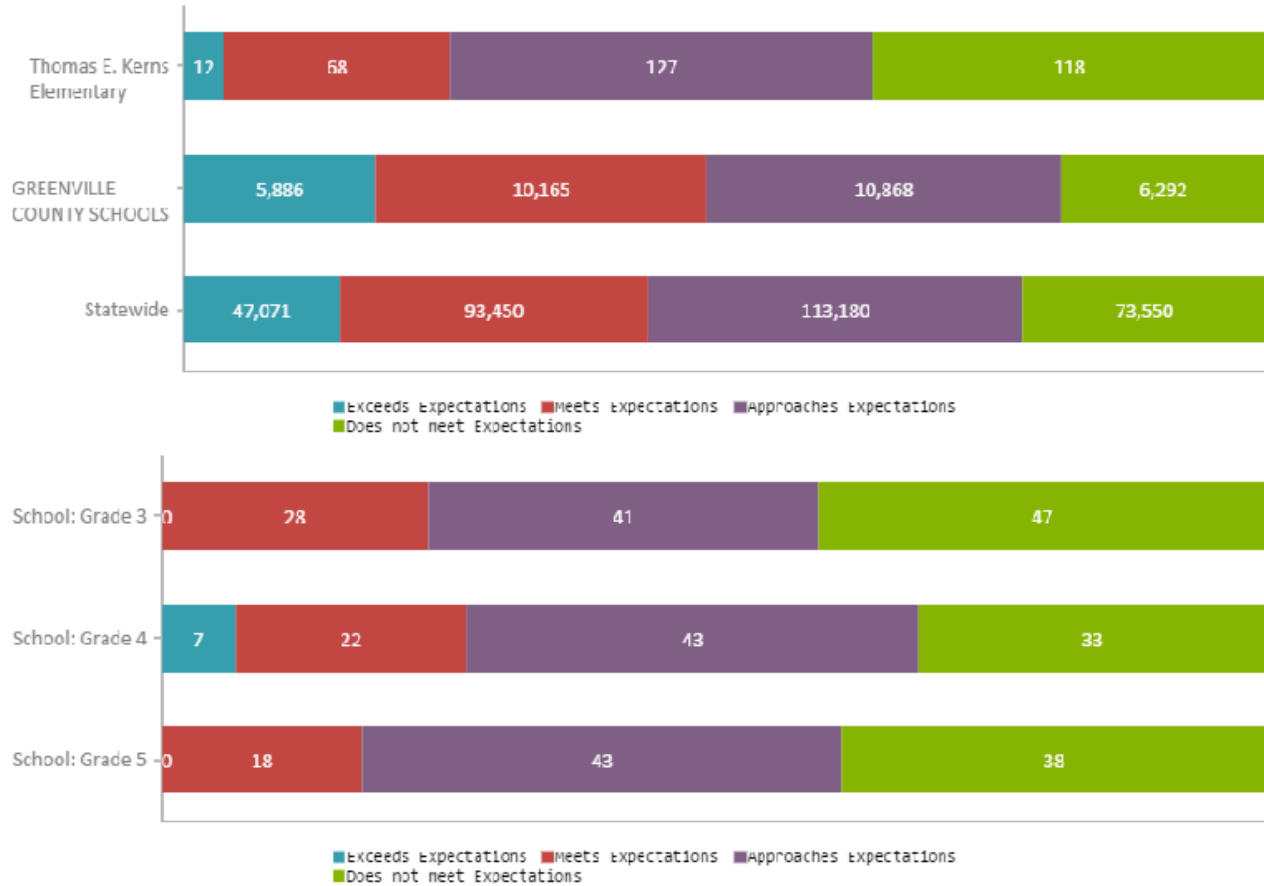
Data Analysis and Needs Assessment

Student Achievement

The following data gives pertinent information as to which areas need to improve in our school. 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.

SC Ready

English



In English, Thomas E. Kerns' scores showed that 25% meets or exceeds expectations. Fourth grade was the only grade to have students who exceeds expectations.

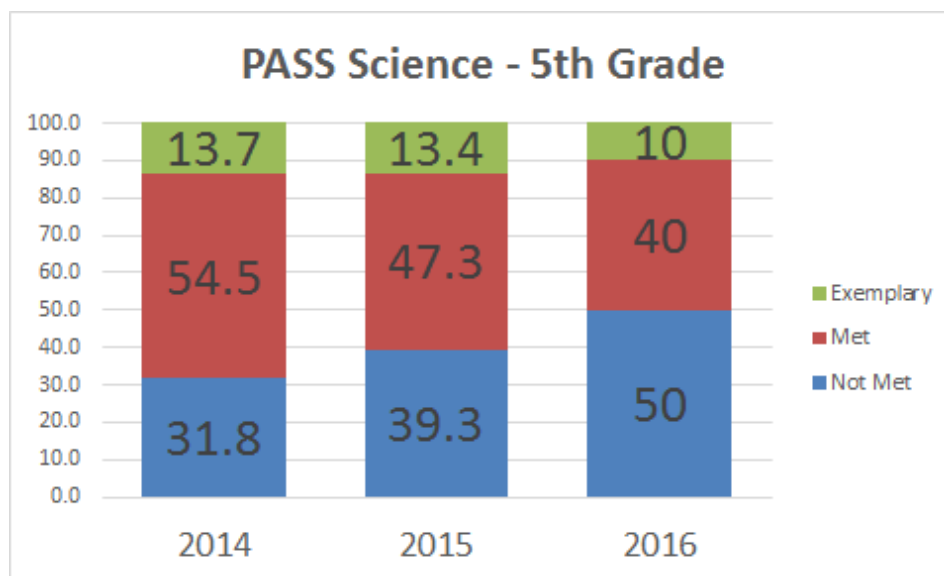
Mathematics



In mathematics, Thomas E. Kerns' scores showed that 31% meets or exceeds expectations. Third grade has the highest percentage in mathematics that exceeds or meets expectations.

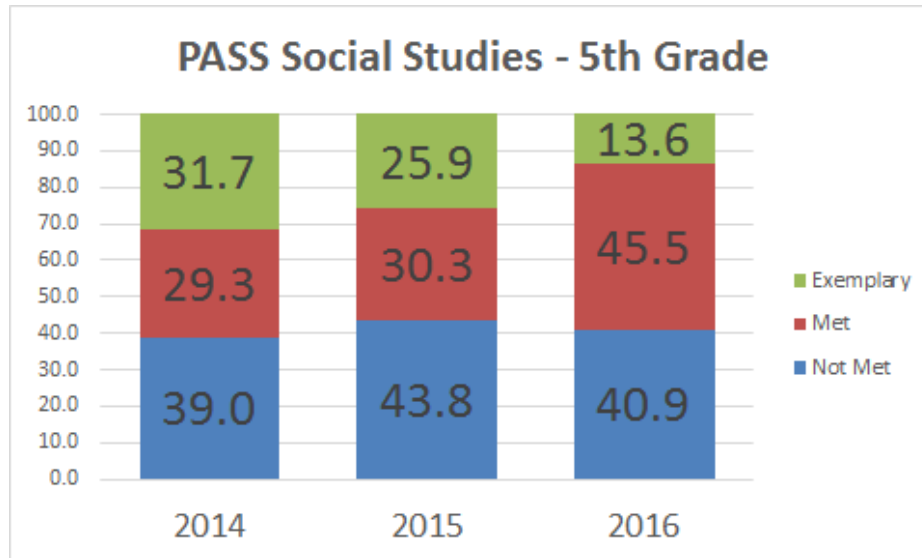
SCPASS

Science – 5th Grade



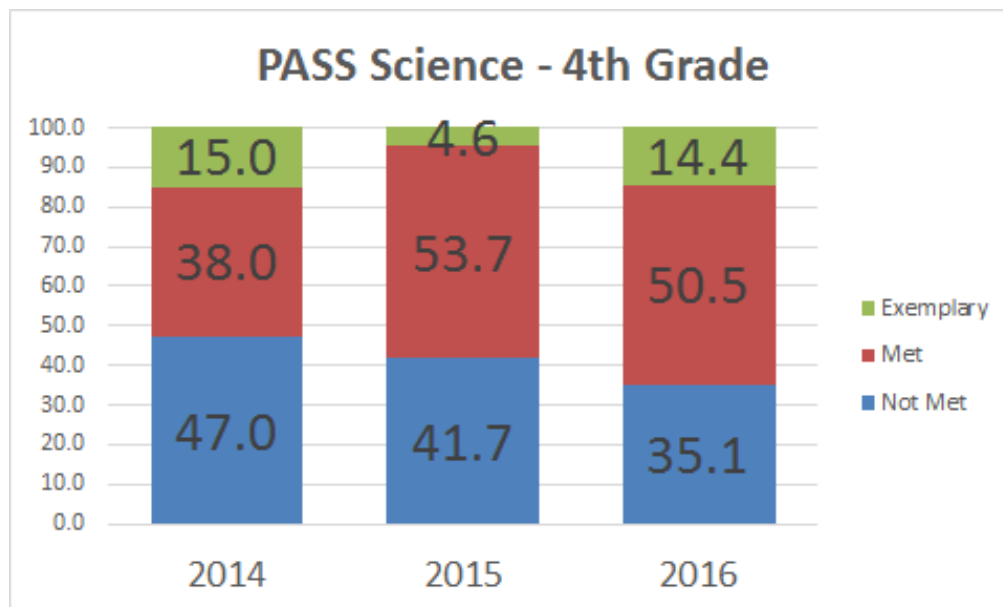
In fifth grade science, students dropped in all categories. Students scoring in the not met category increased by 10.7% in 2016. This is a larger increase than we like to see.

Social Studies– 5th Grade



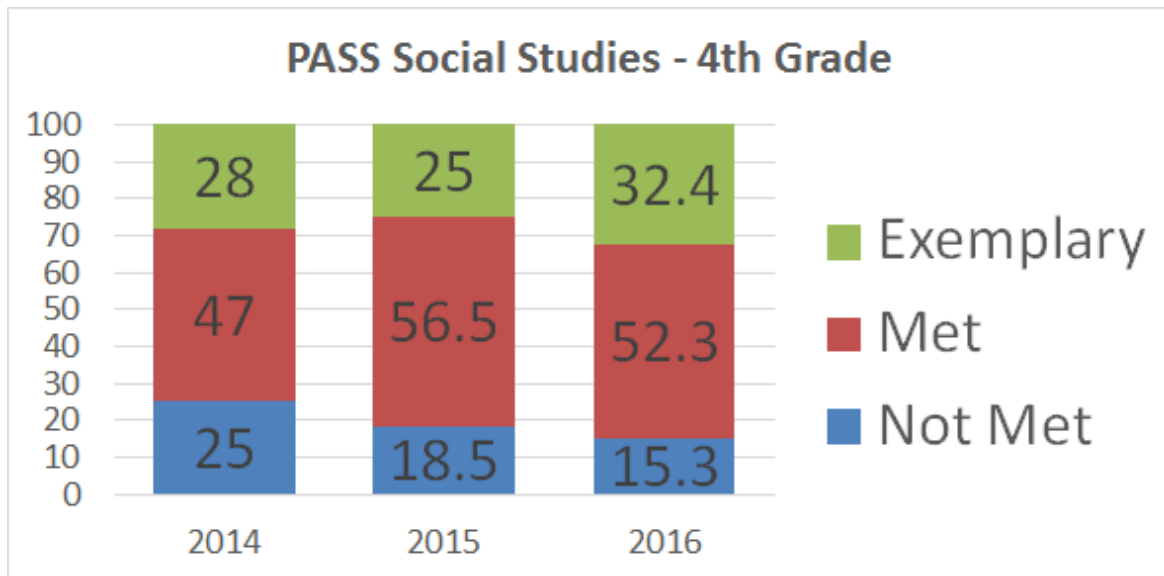
Fifth grade students scored 59.1% in the met and exemplary categories in 2016 in the area of social studies. The not met category decreased. Social Studies is the strongest subject for 5th grade.

Science – 4th Grade



In science, 64.9% of the fourth graders scored in the met and exemplary categories in 2016. This is an increase of 6.6%. For the third year, percentages have gone down in the not met category. We are delighted to see this trend.

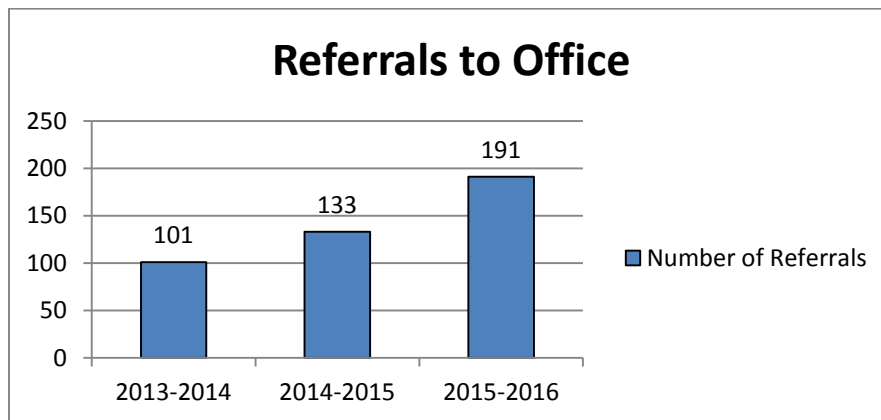
Social Studies – 4th Grade



The strongest subject area performance on the SCPASS test in 2014, 2015, and 2016, was fourth grade Social Studies. In 2016, 84.7% of the fourth graders scored in the met and exemplary categories which is an increase of 3.2%.

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 2013-2014 through 2015-2016 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 2015-2016 school year, our referrals increased. We had many more referrals in April/May than the previous year. 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 2014, the ESEA Waiver was used. 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 approaches, including:

1. Implementing strategies based on data, i.e. Small Group Instruction
2. Using the Learning Focused Format to create and teach lessons
3. PBIS implementation and continued teacher training
4. Continue to implement additional quality tools
5. Documenting gains in student achievement
6. Making sure all staff are trained to implement the areas of focus
7. Modeling of instructional strategies in faculty in-services
8. Teacher collaboration with other specialty areas
9. Implementing peer-observation opportunities to go in other classrooms
10. Observing other successful schools/programs similar to the make-up of Thomas E. Kerns
11. Unifying teaching strategies through common grade level planning time
12. Implementing vertical grade level planning throughout the year
13. Growing the implementation of 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. iPad, 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
- *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*
- *Implement small group instruction to help students gain understanding (Grades 3-5)
- *Continue to utilize technology in the teaching process (ex. iPad, 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. iPad, Promethean Board, ActivExpressions, etc.)

* Enhance instruction with 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. iPad, Promethean Board, ActivExpressions, 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. 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 teacher. 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.
- We have three full time interventionists, a part time interventionist, and a literacy specialist who work with kindergarteners, first, second and third graders.
- 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

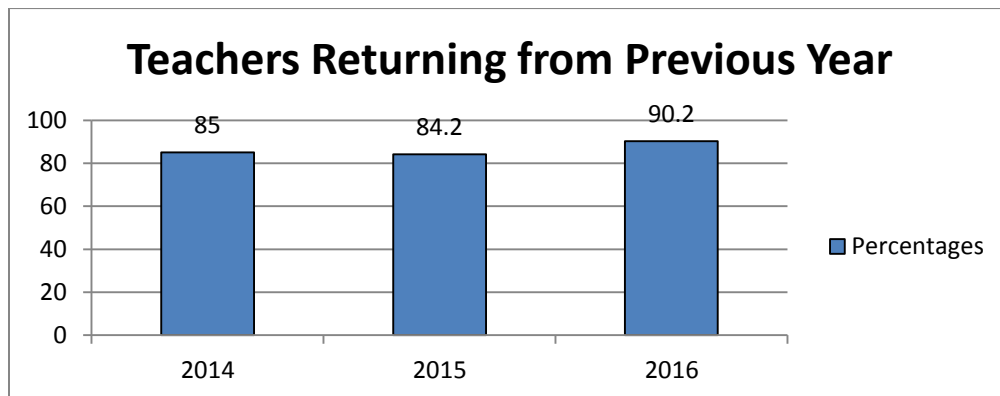
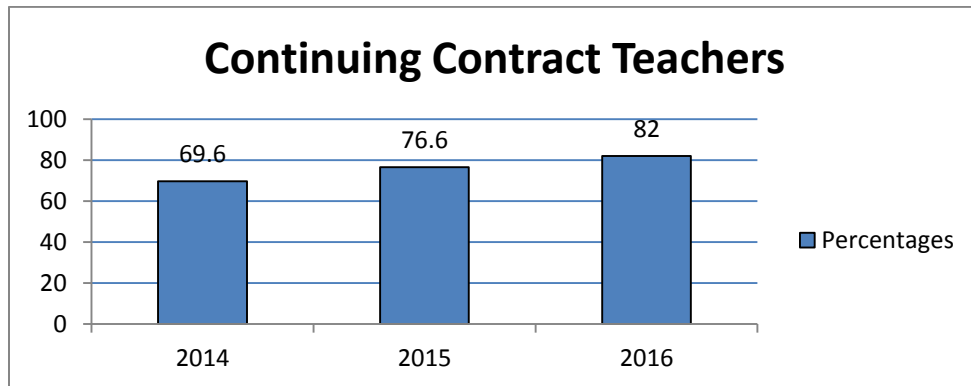
We have a clear path for increasing student achievement laid out before us. We know how to implement content and performance standards in our classrooms. We have continued additional support in reading for low-achieving students, broadened hands-on learning in the classrooms, and small groups. We are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

Teacher and Administrator Quality

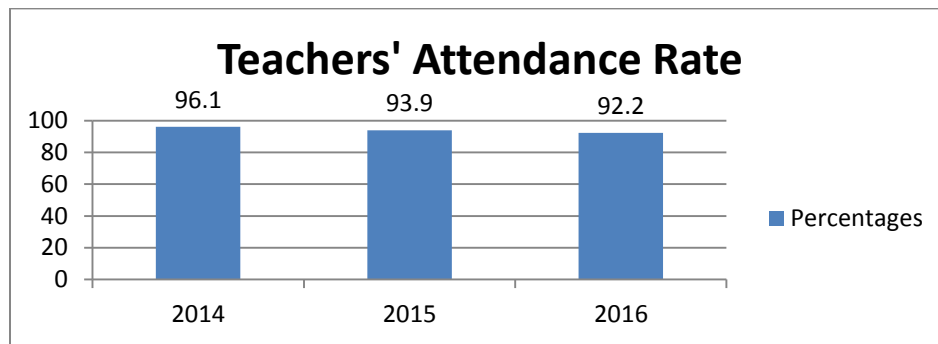
In the fall of 2013, the staff of Thomas E. Kerns Elementary School reiterated its vision to increase student achievement. From that vision, goals, objectives, and strategies were developed in the comprehensive school-wide improvement plan. Implementation of the improvement plan will help to bring an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

Teacher retention

The Continuing Contract Teachers graphs below show that Thomas E. Kerns has an increase in retention rate of teachers. Thomas E. Kerns had several new teachers who have obtain continuing contract status. The percentage of Teachers Returning from Previous Year increased by 6%

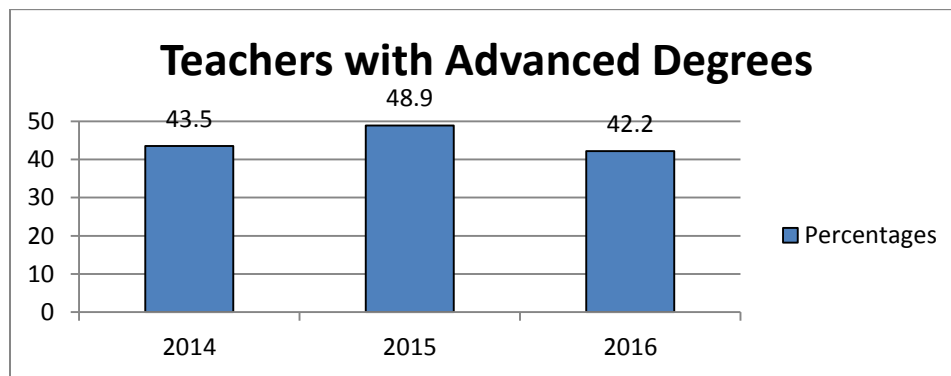


Teacher attendance



In 2016, our teachers' attendance rate was 92.2%. This was an decrease of 1.7%. Our teacher attendance rate is decreasing slightly each year.

Teachers with advanced degrees

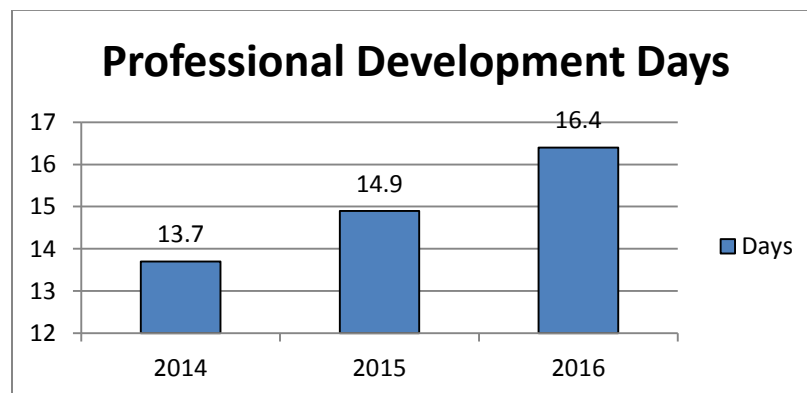


In 2016, we had 42.2% of teachers with advance degrees. This is a decrease of 6.7%. We currently have several staff who have earned their advanced degree this past year or are starting a program to work on their advanced degree.

Teacher certification

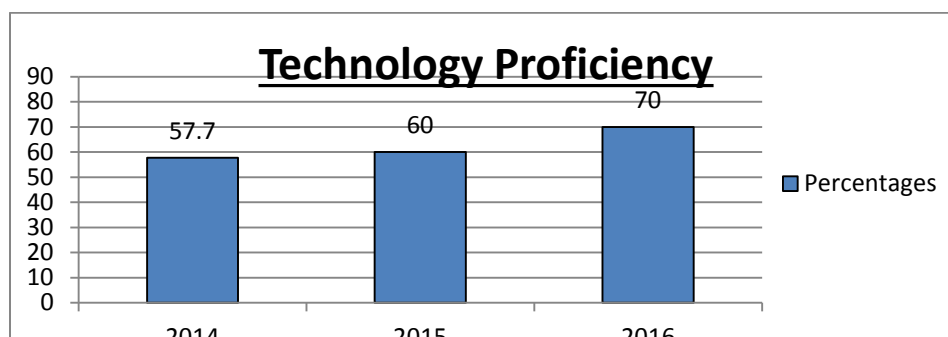
All teachers work in the field of their certification, and all teachers have been highly qualified since the opening of Thomas E. Kerns in 2006.

Professional development



In 2016, we had 16.4 days of professional development. This was an increase of 1.5 days. We are strive to provide opportunities for our teacher to excel at their teaching.

Technology proficiency



In 2016, 70% of our teachers are technology proficient. Thomas E. Kerns has several new teachers who are in the process of obtaining continuing contract status. Teachers must have their continuing contract before working on technology proficiency. Our goal is to have every teacher in our school technology proficient.

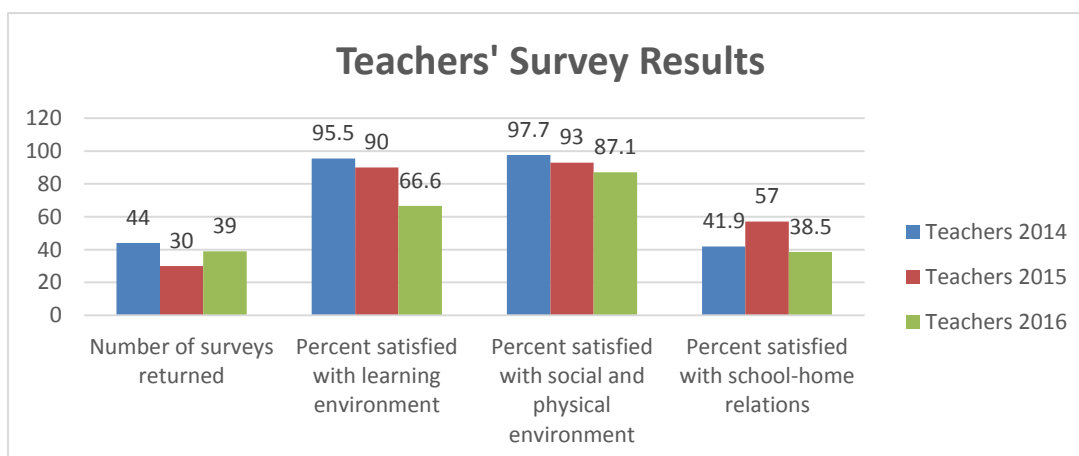
Summary of Progress

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 2015.

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.

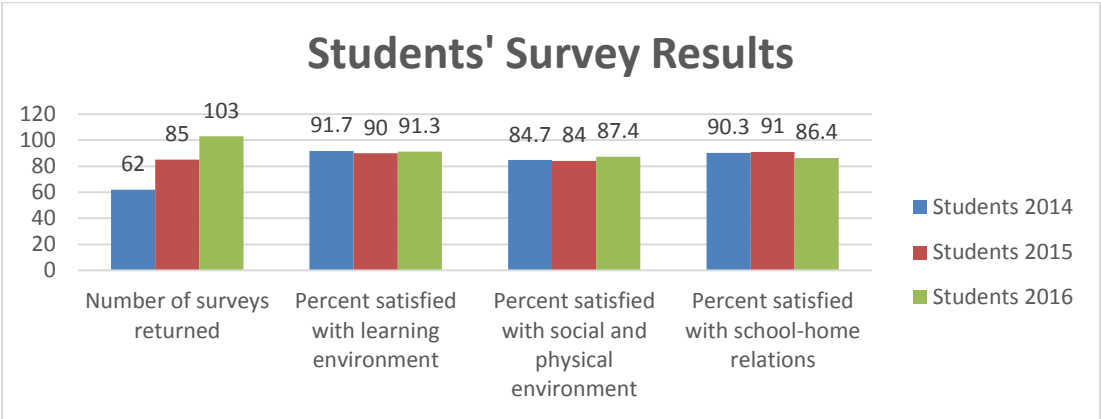
School Climate

School Report Card Survey Results

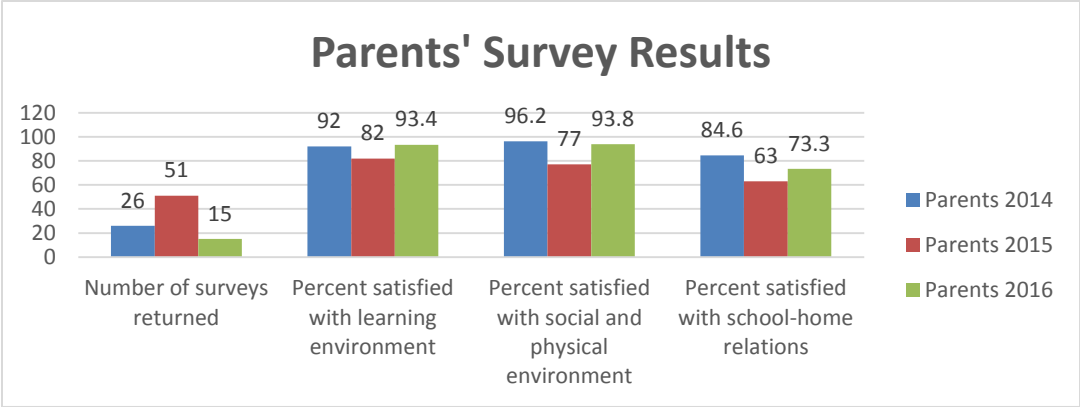


There was an increase in the number of surveys returned. Survey results show that teachers are not satisfied with the learning environment, the social and physical environment or the school-home relations. The learning environment was the area that teacher had the largest drop in satisfaction. The

low numbers of parents in attendance at curriculum-focused training events and parent conferences is a factor in teachers’ rating of the percent satisfied with school-home relations.

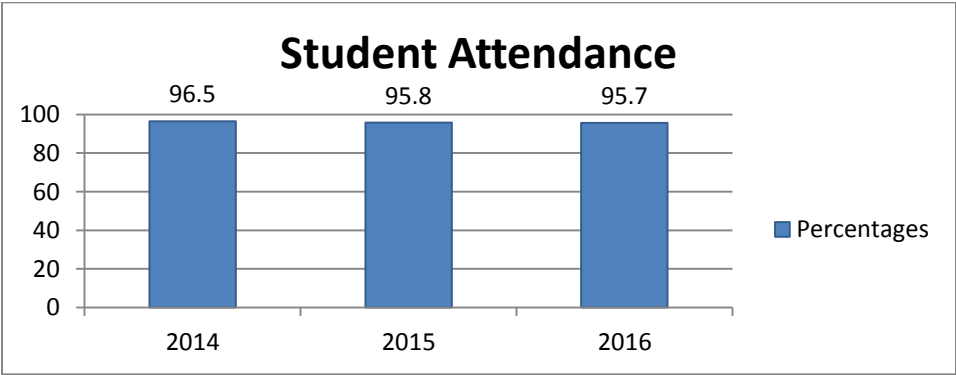


The students’ survey results went down in satisfied with school-home relations in the 2016 school year. It increased slightly in learning environment, and social and physical environment. Survey results for students do not have major changes. We had an increase in the number of students taking the survey.



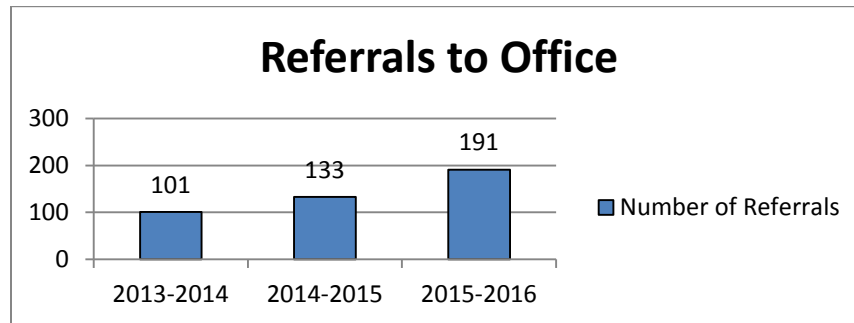
In 2016, there was an increase in the areas of satisfied with the learning, social and physical environment, and school-home relations. There was a large decrease in the number of surveys returned. The school is working to improve school-home relations by implementing many of the ideas that were suggested 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 2015-2016 school year, our referrals increased for the second year in a row. We had many more referrals in April/May than the previous year. We had many changes in bus drivers during the year.

Summary of Progress

We had a decrease 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 2014. The students' survey results went down in satisfied with learning environment and social and physical environment in the 2015 school year. The survey results increased for school-home relations.

In 2015, the parent surveys decreased in satisfied with learning, social and physical environments, and school-home relations. 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 an increase in the number of referrals to the office in 2015. Ultimately, the goal of discipline is to create a safe productive learning environment for all those involved. Despite the increase, our school's number of recorded discipline referrals is still below previous years.

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 ELA as measured by SC Ready.

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

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X	35	45
School Actual	25		
District Projected	X	53	56
District Actual (ES only)	50		

Baseline data to be established in 2015-16.

☒ 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	2016-17	2017-18
School Projected	X	40	50
School Actual	31		
District Projected	X	59	63
District Actual	56		

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	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100		
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested ELA – District Grades 3-5	Baseline 2015-16	2016-17	2017-18
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Thomas E. Kerns Elementary

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	*		

SC SDE did not provide data for 2015-16.

% Tested Math – School	Baseline 2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0
Actual Performance	100		
All Students	*		
Male	*		
Female	*		
White	*		
African-American	*		
Asian/Pacific Islander	*		
Hispanic	*		
American Indian/Alaskan	*		
Disabled	*		
Limited English Proficient	*		
Students in Poverty	*		

SC SDE did not provide data for 2015-16.

% Tested Math – District – Grades 3-5	Baseline 2015-16	2016-17	2017-18
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Thomas E. Kerns Elementary

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	*		

SC SDE did not provide data for 2015-16.

☒ 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 62.5%.

ANNUAL OBJECTIVE: From 2015-16 through 2017-18, annually maintain the percentage of students scoring Met and Exemplary on SCPASS Science at or above 60.5%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	60.5	61.5	62.5
School Actual	59.5	57.9		
District Projected	X	73.9	74.9	75.9
District Actual (ES & MS)	72.9	71.4		

*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 71.9%.

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 69.9%.

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

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	69.9	70.9	71.9
School Actual	68.9	72.25		
District Projected	X	82.2	83.2	84.2
District Actual (ES & MS)	81.2	78.8		

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

☒ 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	35 th percentile	36 th percentile	39 th percentile	

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	29 th percentile	27 th percentile	

Thomas E. Kerns Elementary

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	60 th 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	48 th percentile	

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	\$12,000	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
Classroom Libraries/Curricular Support	2016-2018	Instructional Coach	\$55,000	Title I	Sign-in sheets, lesson plans, observation

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

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

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

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

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	24	24	24	24	24
Actual	42	42	39	37	44	45	

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
Personal Learning Devices integrated into lessons	2015-2018	Kelly Smith	\$291,550	District Title I	Sign-in sheets
Lucy Calkins Writing	2016-2018	Instructional Coach, District ELA Specialist	\$8,000	Title I, local monies	Sign-in sheets, lesson plans, observations
Professional Development Material to support reading and writing	2016-2018	Instructional Coach	\$7,400	Title I, local monies	

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	95.8	95.7		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

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	82	93.4		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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	90	91.3		
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 (ES, MS, & HS)	83.8 (ES, MS, & HS)		

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	90	66.6		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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	84.3	78.6		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	91.7		

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	90.6	93.2		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

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	100	100		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

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 meals for all students	2012-2018	FANS Crystal Lassiter manager	\$900.00 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