Robert E. Cashion Elementary School Strategic Plan 2018-2023

Robert E Cashion Elementary School
1500 Fork Shoals Road
Greenville, South Carolina 29607
864-355-5400

Ryan Streetman, Principal
Dr. W. Burke Royster, Superintendent

Action Plan 2017-18 through 2022-2023

Robert E. Cashion Elementary School

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*

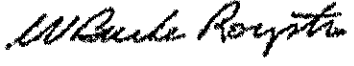## SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 *(one year)*

Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.
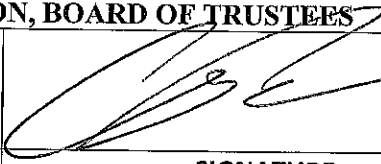
SUPERINTENDENT

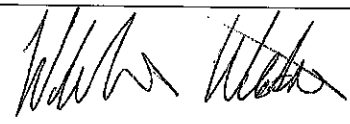| Dr. W. Burke Royster	*[signature]*	8/15/2018
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Ryan Streetman	*[signature]*	8/15/18
PRINTED NAME	SIGNATURE	DATE
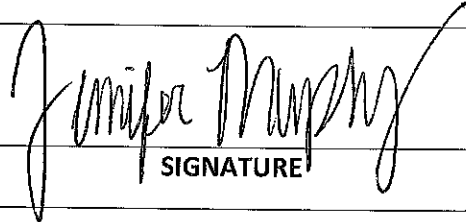
CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylors		8/28/2018
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Willie Walton		8/28/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Jennifer Murphy		8/28/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1500 Fork Shoals Road, Greenville SC 29605

SCHOOL TELEPHONE: (864) 355 - 8000

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

Executive Summary

Robert E. Cashion Elementary School is helping all students develop the world class skills in life and career characteristics of the Profile of the South Carolina Graduate by following our vision: ***we will provide an academically challenging program in a safe, caring and nurturing environment***. Our 'tag line' summarizes our actions – ***Reaching… Educating… Caring***. We demonstrate this by challenging our students with best practices to assist them in reaching their full potential, and providing our teachers and staff with continuous professional development necessary for guiding students toward goal attainment. Our teachers are engaged in ongoing professional development focusing on learning effective methods and instructional strategies. These researched based methods and strategies strengthen our teacher's ability to deliver the most effective and challenging instruction supporting world class life and career skills. This year the focus was continuing to improve our students reading through a variety of ways including strengthening our balance literacy program, motivating students to read through a variety of Reading Programs, tutoring students in reading through our Reading Rocket Program. Through Title I we purchased a 450 classroom library set for every teacher in our building to help support a quality reading program. First in Math and RAZ Kids are computer programs which support our Reading and Math foundations in order for our students to be successful in higher order questions in all subjects. We utilized a certified teacher to provide all students Writing Intervention every other week. Students in K5 through 5th grade participated in TDA writing opportunities. Our writing program crosses all subjects and student writing samples are proudly displayed around the school. At Robert E. Cashion Elementary we also have programs outside of the academic program in order to provide the life skills necessary for World Class participation in today's society. This year we had programs in place to introduce and support these necessary life skills. A partnership with the Greenville Rotary, Evening Division, provides our students with a character education through the Early Act, First Knight program. This program was supported through our school counselor classroom lessons and through our morning news show. For select group of 5th grade girls we had a successful "I'm A Lady" program. This program introduced the girls to several life skills to help them beyond academics. At Robert E. Cashion Elementary we have a quote from Henry Ford that sums up our philosophy for our school community***: "Coming Together is a Beginning. Keeping Together is Success. Working Together is Success."*** We believe the school, family, and community must share the educational responsibility of our students. We realize there are students still needing to close the basic skill gap. However, we are very aware of the need to rapidly expand our opportunities for all of our students to attain the world class skills and life and career characteristics of the Profile of the South Carolina Graduate. To this end, we at Robert E. Cashion Elementary, with the assistance of the family and community, are dedicated to finding and implementing ways to help our students develop these skills.

Assurances

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

Yes ●
No ○
N/A ○

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).

Yes ●
No ○
N/A ○

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).

Yes ●
No ○
N/A ○

Parent Involvement
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental 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.

Yes ●
No ○
N/A ○

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.

Yes ●
No ○
N/A ○

Technology
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

Yes ●
No ○
N/A ○

Innovation
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.

Yes ●
No ○
N/A ○

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).

Yes ●
No ○
N/A ○

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.

Yes ●
No ○
N/A ○

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. However, they may be housed at locations with other grade levels or completely separate from schools.

○ Yes ○ No ○ N/A	**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.	
○ Yes ○ No ○ N/A	**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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.	
○ Yes ○ No ○ N/A	**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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.	
○ Yes ○ No ○ N/A	**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

During the 2017-18 school year, Robert Cashion Elementary updated the School Strategic Plan using the South Carolina State Department and Greenville County guidelines. The plan includes Student Achievement, Teacher/Administrator Quality, and School Climate. Our faculty team updated the various sections of the Strategic Plan by looking at data which always drives our decisions.

Teams

A	B	C	D
Vision, Mission, Beliefs	**School Profile**	**Last 5 Years/Strategies**	**Action Plan**
Teacher Data	**Parent Data**	**Student Achievement**	**Student Data**
Lisa Spence	Sally Clark	Kay Cook	Nikki Tucker
Anna Leeke	Angela Bagwell	Sarah Bisson	Monica Caldwell
Kim Dickson	Kelly Allison	**Kelly Childers**	Pressly Brown
Morgan Kuykendall	**Whitney Humphries**	Ashley Megregian	Becky Waldrep
Rebekah Clyborne	Molly Graves	Jennifer Faust	Katie Trotter
Dana Wham	**Shelley Peak**	**Jonathan Cvammen**	**Leigh Anne Buckley**
Christina Cook	Teresa Knepp	Susan Harper	AJ Jeffcoat
Sierra Brown	Mary McCall	Colleen Wilson	Vilma Turner
Elizabeth Muir	Ericka Lasenbery	Linda Fox	Caroline Easley
Shelley Polatty	Karen Richardson	Lindsey Elsenhiemer	Janelle Dodd
Anna Johnson	Ouimette, Anne	Melissa Riznyk	**Jennifer Murphy**
Mandie Wilmott	Tracy Thackston		
Bradshaw	Jackson	Florence	Frederiksen

- Bolded people are the co-chairs and will run the meetings
- Bradshaw, Jackson, Florence, and Frederiksen will serve as facilitators
- Streetman will float between groups

School Profile

School Community

Previously, Robert E. Cashion Elementary was known as East Gantt Elementary, which had operated as a kindergarten through fifth grade elementary school since the 1960'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.

Robert E. Cashion Elementary School is now a K4 through grade five public school built in 2003. It is located 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.

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.

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 and working in the media center, supporting classroom teachers, tutoring, chaperoning field trips, raising funds, and working in our school store.

Community members and business partners currently involved with our school are: 3-M Corporation, South Greenville Fire Department, Kiwanis Club, Farm Bureau, Greenville Evening Rotary Club, Publix, Relentless Church, Reedy Fork Greenville Church, Wendy's, and Papa John's.

Robert E. Cashion also benefits from having mentors from 3M work with our students.

School Demographics

Student Population

A diverse population exists within our school which includes the following student breakdown: 355 African Americans, 1 Asian, 85 Hispanics, 209 Whites, and 40 students of two or more races. There are 321 females and 373 males with a total student population of 694 students. Seventy percent of our students qualify for free or reduced meals. The remaining population falls into the low to middle socioeconomic categories.

Enrollment Based on Gender	
Male	Female
373	321

School Year	Enrollment
2012-2013	678
2013-2014	712
2014-2015	693
2015-2016	669
2016-2017	694
2017-2018	683

Student Group	Enrollment	Percentage
African American	355	51.2%
Caucasian	209	30%

Hispanic	85	12%	
Two or More Races	40	5.7%	
Other/Asian	1	0.1%	
Free Meals	449	64.7%	Total 70.9%
Reduced Meals	43	6.2%	

School Staff

School Leaders

Principal - Ryan Streetman

Mr. Streetman was born and raised in Simpsonville, South Carolina. He graduated from Hillcrest High School in 1995 and after graduation he attended Erskine College where he graduated in 1999 with a Sports Management degree. However, before graduation he decided he wanted to pursue a career in Elementary education. He then enrolled at Lander University where he graduated in 2002 with a degree in Elementary Education. His teaching career began at Fountain Inn Elementary, where he taught for 8 years in both 4th and 5th grade. After earning his Masters in Supervision and Leadership from Clemson University, he started his administrative career at Ralph Chandler Middle where he served as the administrative assistant for 3 years. He spent one year at Simpsonville Elementary as the Assistant Principal and another year at Plain Elementary before being appointed principal of Robert E. Cashion Elementary School in 2015.

In his fourth year as principal at Robert E. Cashion Elementary, Mr. Streetman continues to strive for continuous improvement in all areas of the school.

Mr. Streetman believes that children need to be educated in a positive environment where all stakeholders are working together as a team to ensure success for every child. His philosophy has been summarized in a quote from Henry Ford; "Coming Together is a Beginning, Keeping Together is Progress, Working Together is Success." He also believes that we, as educators, must continue to learn in order to better meet the needs of the students we now serve.

Beyond school life, he is dedicated to his wife and three children, Emma, Charlie, and Murphy.

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 seventh 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.

School Personnel Data

Robert E. Cashion has 32 regular education teachers, 5.4 special education teacher, 4.6 related arts teachers, 7.8 support staff, 8 paraprofessionals, and 2 administrator, a nurse, a plant engineer, 5 custodians, and 6 food service workers. Our faculty holds 20 advanced degrees and 5 National Board Certified teachers. We also share three related arts teachers, an ESOL teacher, and a Challenge teacher with other schools. Other support personnel available to assist at Robert E. Cashion Elementary include a Greenville Mental Health counselor, the district psychologist, and a social

worker. a guidance counselor, media specialist, part-time writing teacher, a literacy coach, a Title I Facilitator, a Behavior Interventionist/Parent Volunteer Coordinator, and an instructional coach.

Teacher Experience

Years of Experience

Years of Experience	Count
0 - 5 Years	12
6 - 10 Years	7
11 - 15 Years	11
16 - 20 Years	3
21+ Years	8
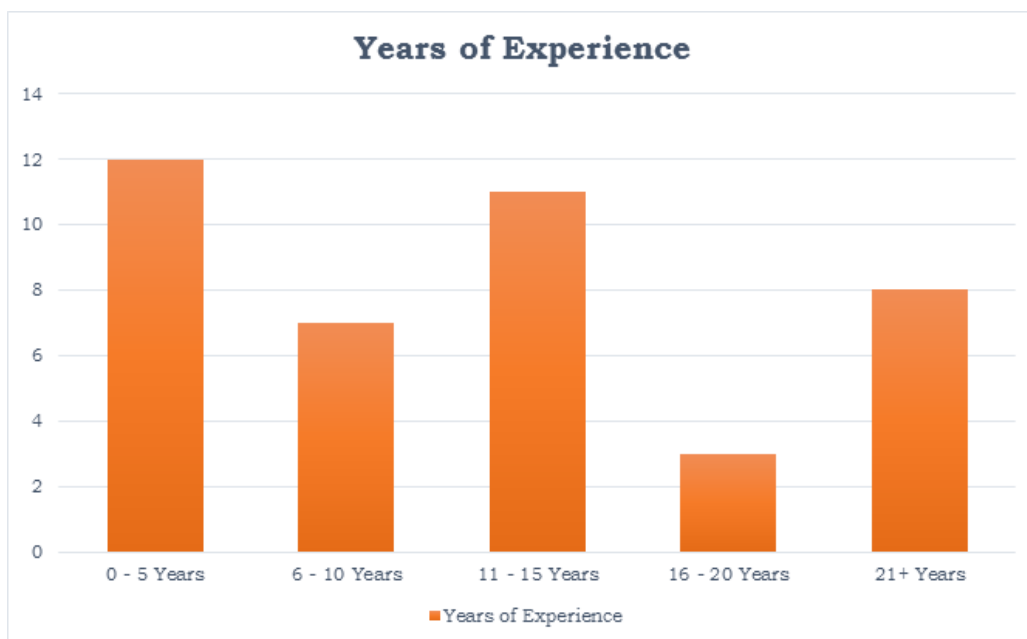
There are also two self-contained special education classes that serve our Multi-Categorical disabled students. Students with learning disabilities are served by one of our two and half resource teachers. We also have two speech therapists that serve students with language and articulation disabilities.

The student/teacher ratio is 26.5:1 in K5, 16.5:1 in 1st grade, 18.8:1 in 2nd grade, 20.8:1 in 3rd grade, 23:1 in 4th grade, and 25.6:1 in 5th grade. Of our 55 certified teachers in the building, 1 is male, 5% are African-American, 1 is Native Hawaiian, and 2% are Hispanic.

Teacher Certification

Category	Count
Early Childhood	17
Elementary	13
Both	6
SPED	6
Other	3

Level of Teacher Education

Category	Count
Bachelors	12
Bachelors +18	5
Masters	23
Masters +30	4
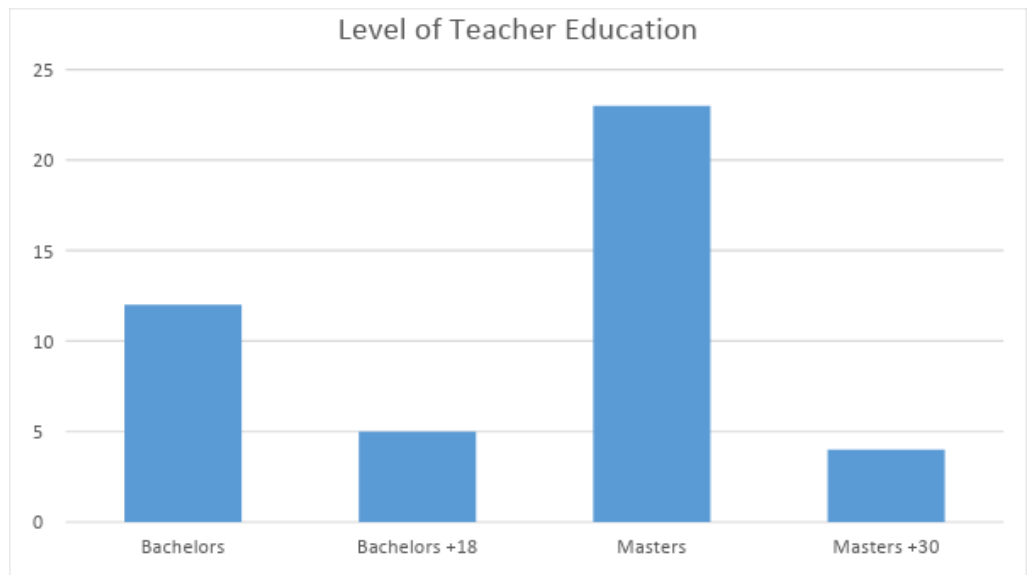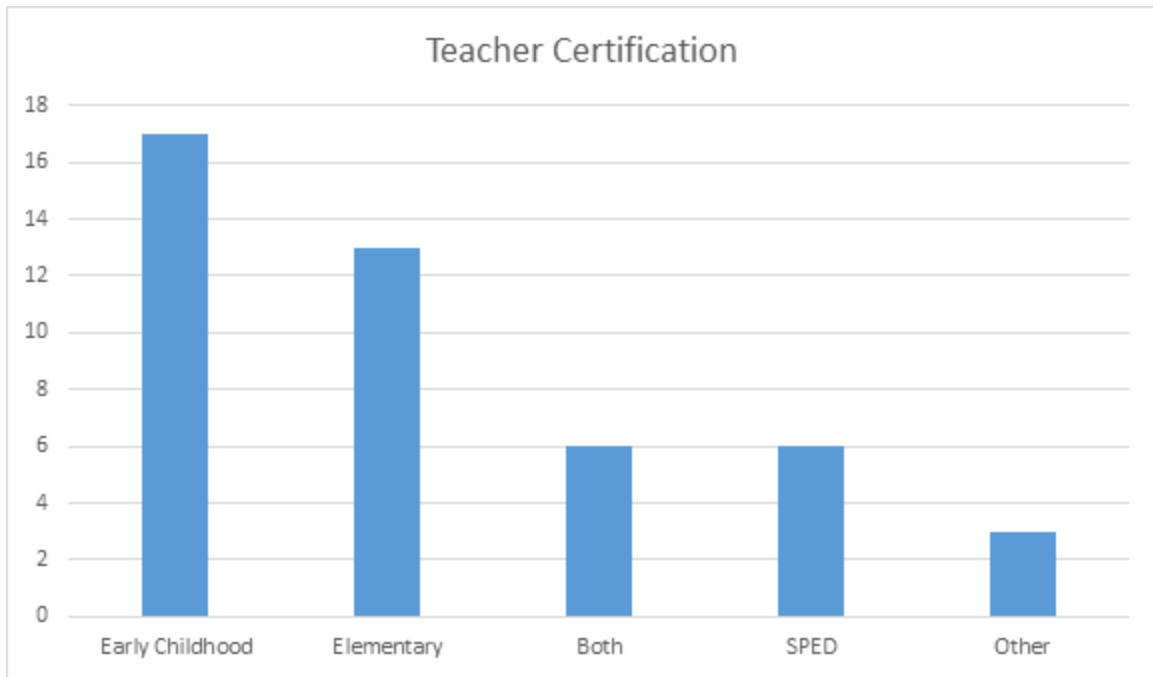
REC had an extensive Professional Development calendar for the 2017-2018 school year. Sessions were held as whole group, grade level teams, and individual. Sessions were mandatory and optional.

Professional Development activities were determined by looking at student achievement data, teacher observations, and teacher input.

Staff development activities for the 2017-2018 school year included Fountas and Pinnell balanced literacy refresher sessions, Google Sites webpage design, grade level planning to foster collaboration, data teams analyzing common assessments and Mastery Connect data, improving science instruction, and using available technology to increase student engagement.

Because REC has a high population who live in poverty we know that research tells us that many of those students need extra support in vocabulary development. The IC provided PD on the research and instruction of vocabulary development in elementary students.

Student Support Services

School Counseling

The primary goal of the school counseling program is to support the academic achievement of all students. In order to accomplish this goal, developmental counseling services are provided which focus on the academic, career, and personal/social development of students.

The School counselor provides a variety of services through the counseling program. Among these services are Classroom Counseling, Small Group Counseling, and Individual Counseling.

Classroom Counseling

The school counselor teaches monthly, whole-group lessons in each classroom. The lessons are aligned with the standards from the American School Counseling Association (ASCA).

Small Group Counseling

Small groups consist of six to eight students usually from the same grade level and include topics such as study skills and other topics that students have in common. Group members have the opportunity to learn and grow from each other.

Individual Counseling

Individual counseling sessions are provided throughout the school year to discuss and develop strategies that relate to personal matters concerning students. This service is provided on a short-term basis and could sometimes result in a referral to outside resources. Students can refer themselves or a parent, teacher, or administrator can refer them.

Social Work Services

Robert E. Cashion Elementary has a part time social worker. The social worker provides intervention services to assist students in reaching their maximum potential by identifying, assessing and resolving barriers that interfere with student academic achievement, attendance and school adjustment. These services include making home visits to help both the school and the families understand each other, arranging parent conferences, promoting regular attendance, and referring parents to appropriate agencies for assistance.

Mental Health Counseling

Robert E. Cashion also has a school-based mental health counselor who is employed by Piedmont Mental Health Center. The program provides early identification and intervention in emotional disturbances and assists parents, teachers, and counselors in developing comprehensive strategies to resolve these disturbances. School-based mental health services provide both individual and family therapy.

Early Act First Knight Program (EAFK)

We us the Early Act First Knight Program (EAFK) which is sponsored by the Rotary Club of Greenville for character education. It is themed around the exciting world of knights and chivalry. The program combines different elements that work together to motivate successful student involvement, reduce teacher workload, and encourage parental support from home. EAFK offers the following learning experiences:

1. Campus visits by staff knights in medieval armor
2. Student Service-Learning Club
3. An online curriculum with daily, mini-lessons
4. Faculty training in program implementation
5. School-wide knighting ceremonies to recognize students for exemplifying the monthly
6. character trait
7. Parent involvement

Mentor Upstate

Robert E. Cashion Elementary School has a partnership with Mentor Upstate to provide a mentoring program for the students. Mentor Upstate assists by recruiting and training mentors, providing resources and support to mentors, and enlisting community involvement. The mentors are employed by local businesses and industries and they volunteer to eat lunch with a student weekly as well as participate in other activities.

We believe that students can be more successful with additional role models who serve as a guide and friend. Although mentors can fill any number of different roles, all mentors and school employees have the same goal in common: to help students achieve their potential and discover their strengths. While we are continuing to increase participation in the mentoring program, we will support as many students as possible through positive, one-on-one relationships.

PTA

PTA has played an essential role in providing engaging and empowering family events to broaden and enhance our school   community. Some of the events include:

- PTA Back to School Supplies
- Back to School Packets

- Open House
- Fall Fundraiser
- Fall Festival
- Red Ribbon Week activities
- Spirit Wear/School Store
- Bingo Night
- Yearbook
- Holiday Shoppe
- Sweetheart Dance
- Literacy March Madness
- Concessions
- Volunteer Appreciation
- PTA Meetings (6 times a year)
- Spring Block Party
- Field Day
- Newsletters

School Improvement Council

SIC has been instrumental in facilitating outreach to the community. Parent committee members are involved in developing   collaborative improvement plans with teachers and staff in a supportive environment.   In addition, parent members help coordinate volunteer efforts such as mentoring opportunities and the development of potential community sponsors. Beautification of the campus has also been achieved through a partnership with Trees Greenville to plant trees around the school.

Student Activities

Cashion Step Team

The Cashion Step Team is a group of highly motivated, school spirited, respectful fourth and fifth graders who perform during our school's talent show and other school-related activities. The group performs as a synchronized unit by "stepping" in rhythm, designing formations, utilizing appropriate choreography, and chanting positive messages. Members of the Cashion Steppers Step Team are to promote school and team spirit, creativity, community service, and to enhance the unity and promotion of individual skills into team performance. All Cashion Step Team Members are held to high academic and behavioral standards. Step Team members are expected to faithfully abide by the rules and regulations of the team and school. They are also required to demonstrate exceptional moral character, in and out of school, and must always display good sportsmanship.

Cashion Chorus

The Cashion Chorus is an extracurricular music group that is comprised of fourth and fifth grade students. The size of this ensemble varies from year to year, based on auditions in the fall. Students meet twice a week (Tuesday/Thursday or Wednesday/Thursday) from 7:15-7:50 AM. Rehearsals run from October through May. Students develop music reading skills, performance etiquette, and they learn how to best utilize their singing voice. The Cashion Chorus performs several times each school year for the school and community: PTA BINGO Night, winter concert, Related Arts Night, and a field trip performance to a local nursing home. The music teacher, Janelle Dodd, directs this chorus.

BETA Club

BETA Club promotes the ideals of academic achievement, character, service and leadership among our 5th grade students. We recognize and honor high academic achievement, prepare our 5th graders for life, empower them to be successful, develop leaders of tomorrow, and demonstrate the motto: Lead by Serving others.

Our goal is have an Induction Ceremony for 5th graders during the first quarter of the school year rather than the 3rd quarter of the school next year so there are more service activities completed inside the school and outside the school.

I'm a Lady Group

I'm a Lady is comprised of a group of young ladies striving to learn more about themselves and development of the whole girl. They are advised by our school's Assistant Principal, School Counselor, and Title I Facilitator. The group of ladies and advisors meet bi-weekly to offer opportunities for the girls to learn about etiquette, being a good friend, carrying yourself as young lady, self-image, self- hygiene, etc. The goal of the I'm a Lady group is to help young ladies learn more about themselves and discover their inherent strengths and value themselves.

Safety Patrol

We have a selected group of 5th grade students that are a part of our school Safety Patrol. These students open car doors in the morning and afternoon as students arrive and dismiss each day. Our safety patrols are also responsible for putting up and taking down the American and SC flag every day.

Running Club

Our 3rd-5th grade students are given the opportunity to sign up for our school Running/Walking Club in the fall and again in the spring. Students walk laps around our car loop one day each week after school. Their laps are tracked and they earn foot tokens for every 5 miles they complete.

REC News Show

Our 5th grade students audition for the Morning News Show. Those who make the team participate by being news anchors on our REC Morning Show. They present the Word of the Day, lead the school in the Pledge of Allegiance, the School Pledge, and the Moment of Silence. They communicate important news to the school including the weather, field trips, Character Building information, and College and Career information.

After School Program

We offer a fee-based After School Program for our families who need after school care for their children at our school. While the students are in our After School Program they receive a healthy snack from the cafeteria. Homework assistance is offered for each student. Students participate in activities in the gym, cafeteria, library, and computer lab. The profit the school makes is spent back into the school for a variety of ways to support our students and staff.

Academic Programs

Special Education Model

Our two full-time and one part-time resource teachers work very closely with the general classroom teachers with accommodations and strategies to help the resource student achieve success in the least restrictive educational environment. Some students are directly served within the special education classroom. These students are taught deficit skills in small instructional level groups. When appropriate, our resource teachers use the Inclusion Model. The inclusion model requires much less transitioning because the resource teacher comes into the general education classroom. Inclusion includes a mixture of co-teaching and small group instruction. The Indirect Model (Consultative) is also used at Robert E. Cashion Elementary. This model allows the resource student to remain in the general classroom with support given to the general classroom teacher in the form of strategies, support materials, and current research on how best to teach the student. We feel that students should always be in the least restrictive environment and these special placements and accommodations allow our students to reach their academic potential. (PL94-142, Individuals with Disabilities Education Act—IDEA)

At Robert E. Cashion Elementary School, the needs of our special education students with mild to moderate disabilities are served in two self-contained classroom settings. Robert E. Cashion Elementary School has a primary (K-2) and intermediate (2-5) Multi-Categorical class. All students in these classes have Individual Education Plans that are specific to their individual academic needs. The teachers of these exceptional children are certified in special education. The teachers focus on the academic goals as outlined by each student's IEP, but give additional attention to developing the emotional and social behaviors of the students, as well. Teachers in these classrooms utilize specialized programs such as "Touch Math", multi-sensory phonics instruction, SPIRE, "SRA", and other approaches which accommodate different learning styles and modalities of special needs students. All self-contained special education students are mainstreamed with regular education students into all Related Arts classes. Some students are mainstreamed into regular education classrooms for content areas when specified in their IEP. They also participate fully in school-wide activities, programs, and field trips. High expectations coupled with a rigorous "individualized" curriculum ensure success for all our special needs students.

Technology Support

During the 2017-2018 school year REC received the services of a Title I Technology Specialist. He trained the staff on the Google products and worked with individual teams and teachers on various technology products. Our focus was using technology to enhance instruction and student engagement.

During the 2018-2019 school year all second thru fifth grade students will receive the district's Chromebook training series. Based on the survey many teachers are interested in learning more about the Google Suite as well as device integration strategies. The teachers will receive some whole group trainings to ensure that all teachers have a full understanding of using the Chromebook devices effectively. Basing the afternoon professional development sessions on broad topics and multiple tools will give teachers a variety of tools to choose from as well as teaching strategies. Our Title I Technology Specialist will be meeting with all grade levels once a month during grade level planning sessions to discuss ways they can integrate technology in daily lessons. The schedule for 2018-2019:

August - Chromebooks/Classroom

Sept - Collaboration

Oct - Assessment

Nov - Engagement

Kindergarten and 1st grade will focus on Seesaw as a communication and content creation tool for the iPads, as well as content creation apps. Our Title I Technology Specialist will meet with these teams during grade level planning as well. These teacher sessions will most likely be scheduled after winter break.

The Writing Process

We believe that our emphasis on writing is of central importance to our curriculum vision and goals. Research shows us that exemplary writing instruction is critical in improving student achievement. (Classrooms That Work: They can all Read and Write, Cunningham and Allington, 2003)) At the kindergarten level, students use invented spelling to begin the development of the writing process. First graders move to conventional spelling as they are introduced to proper sentence structure and mechanics. Journal writing, language experience books, classroom published books, and book adaptations are all strategies used to reinforce this step of the writing process. Computers are also introduced as a classroom publishing tool to primary students. In second grade, students extend and practice skills of the writing process previously explored. Teachers use a variety of writing techniques: class stories, riddles, "A Day in the Life of...," writing in curricular areas, poems, personal experience stories, and word processing. As students move to third grade, they develop the purpose of writing as they create paragraphs to inform, persuade, or describe details to a reader. Dialogue writing is introduced through skits as students explore point of view. Fourth graders elaborate their paragraph writing to become longer, more detailed pieces of work. Formal writing is introduced and practiced through letter writing, poems, skits, and informative, narrative, opinion and descriptive paragraphs. Fourth grade students practice these skills through autobiographies, cross-curricular story writing, book writing, and more advanced word processing. In fifth grade, proper format for reports, essays, and letters is introduced. These skills are practiced with activities such as newspaper stories, "next chapter" stories, book reports and reviews, idiom books, formal poetry books, contest essays, letters to various people past and present. Children's literature is used as a basis for much instruction. From there, teachers develop lessons involving reading, speaking, and writing. Specific skills are taught within the context of this material. In primary grades, the emphasis is on sentence structure and paragraph development where as in the intermediate grades, assignments in the curriculum areas are designed to demonstrate understanding of content material through activities such as comparing, contrasting, webbing, note-taking, and researching information. Writing in the content areas serves as a powerful reinforcement of the concepts to be mastered in the various subjects. Students are encouraged in many ways to be authors. Many classrooms use the "author's chair" for students to share and respond to each other's writings. Students realize quickly that their words have meaning and will be heard by others. At REC, teachers integrate writing throughout the curriculum. Some creative ways that teachers are integrating writing into their curriculum include letter writing taking on the point of view from a time period they're learning in social studies. Writing about the scientific method in their science notebooks is also a way writing is integrated. One continued focus at REC is on teaching the writing process to all students in grades kindergarten through fifth grade. We have a school-wide commitment to use common language when instructing students across the school. All teachers committed to use the proper writing process vocabulary with their students.
During the 2017-2018 school year REC funded a part-time writing position in order to emphasize a writing strategy to help students respond to text dependent analysis passages. Previously, teachers examined their instruction and the level of writing in their classrooms and most recognized the need for students to use a specific strategy to respond to such passages. The students were taught R.A.C.E.: Restate the Question; Answer the Question; Cite Evidence; Explain the Answer.

Response to Intervention

The goal of the Response to Intervention (RTI) program is to accelerate students' reading ability by increasing their skills in phonics, reading fluency, sight word recognition, and reading comprehension. The intent is for students to improve their reading skills, so that they can access grade level material. Students are identified for the program through FastBridge benchmark screenings in fall and winter. Students' Fountas and Pinnell levels, teacher recommendations, past participation in the RTI program, and Mastery Connect information are used in the decision-making process.

Next year, we will use FastBridge composite scores to determine which students in k5 and first grade are high risk. We will use CBM-Reading screening scores to determine which students are high risk in 2nd and 3rd grade. After the administration of FastBridge, the students who score in the "High Risk" or below the 20th percentile are considered for inclusion in RTI.

One interventionist serves four groups of kindergarten students using the ERI program. Research recommends that groups consist of four students each, so we strive to stay within this limit. One full-time interventionist, one half-time interventionist, and our Literacy Specialist serve first through third grade students. All of our groups are served for 30 minutes four or five days per week. Our groups are flexible and based upon the needs of our school. In 2017-2018, we served nine groups of first graders, four groups of second graders, and four groups of third graders. Most students were taught using the Fountas & Pinnell Leveled Literacy Intervention System (LLI). For some groups, we also added components of the Barton System.

Once the students are identified for inclusion in RTI, they are intentionally placed into groups by level. These students are progress monitored every two weeks. If they score above their goal line for three data points, a decision is required in order to determine whether the student will continue in the RTI program or be dismissed. The final decision is made based upon FastBridge data, teacher recommendation, Fountas and Pinnell reading level, and classroom performance. Students who are dismissed from the program continue to be screened every two weeks. If they fall below their goal line and/or their classroom performance is compromised, they come back into RTI. Reviews are also completed for students who fall below expectation on their goal line and adjustments are made. These adjustments may include (but are not limited to): targeted ideas given to classroom teachers, parent contact made, the student may be moved into a different group, or the student may be referred to the A-Team.

A yellow folder with RTI data is in each students' permanent record. Data includes student attendance, student screening data, and progress monitoring data.

English for Speakers of Other Languages Program

The English for Speakers of Other Languages (ESOL) Program at Robert E. Cashion Elementary School began in August of 2005. There is currently one part time ESOL teacher serving 61 students who represent various nationalities such as Malaysia, Germany, Honduras, Guatemala, Ecuador, El Salvador, Mexico, Colombia, Dominican Republic and Puerto Rico. Teaching ESOL at Robert E. Cashion allows the teacher to help each LEP student make gains in their language acquisition through one-on-one and small group instruction through the ESOL pull out model, meeting with parents to discuss their child's progress, assisting the administration staff with Power School codes, keeping the student's cumulative records updated, testing of all new ESOL students' language acquisition level, collaborating with the student's teacher, arranging for volunteers to work with the students individually, providing teachers with resources to use in class with the LEP student, meeting a broad range of learning styles of the LEP students through strategies such as guided reading, writer's workshop, hands on manipulatives, internet, and making modifications where needed to insure the students' success in their regular classroom. Having an ESOL program at Robert E. Cashion Elementary has been vital in sustaining the progress and filling in the academic gaps of the

LEP students. I have seen a tremendous growth in my LEP students, not only in their academic progress, but also their social and emotional well-being due to the opportunity for them to gain extra assistance in their language acquisition.

The ESOL academic assistance model will continue to be used as our main avenue of serving the LEP students. The one-on-one and small group ESOL instruction outside of the regular classroom has proven to be vital in filling in the learning gaps of these students. Grade appropriate curriculum and materials can be used to meet the student's reading, writing, and speaking level more effectively in small groups verses an entire classroom of students. Upon enrolling into our ESOL program, each student is tested on their language acquisition level using the W-APT - Individualized Proficiency Test. In the spring of each school year, the students are then tested using the ACCESS – Assessment test to measure progress from year to year. These scores help to determine how many minutes per week of direct ESOL instruction each LEP student needs to receive to insure academic progress. After reviewing the students' scores and conferencing with their teachers, it is determined how much time each student needs to be pulled out of their regular classroom on an individual basis. ESOL classes integrate age appropriate activities with grade appropriate skills. Guided reading, writer's workshop, working with words, vocabulary skills, survival English, language arts and reading skills are used to meet state and national standards. Along with the end of the year ACCESS testing, teacher made writing rubrics, daily oral language, quizzes, observation through group games, and running records are used to measure the students' progress. Bilingual progress reports are used to communicate the LEP students' progress to their parents and teachers.

In order to effectively serve the LEP students at Robert E. Cashion Elementary School and support the faculty and staff, the ESOL teacher will continue help each LEP student:

- make gains in their language acquisition through one-on-one and small group instruction through the ESOL academic assistance model
- meeting with parents to discuss their child's progress
- assisting the attendance clerk with PowerSchool codes
- keeping the students' cumulative records updated
- testing of all new ESOL students' language acquisition level
- collaborating with the student's teacher
- arranging volunteers to work with the students individually
- providing teachers with resources to use in class with the LEP student
- meeting a broad range of learning styles of the LEP students through strategies such as guided reading, writer's workshop, hands on manipulatives,
- making modifications where needed to insure the student's success in their regular classroom
- Coordinating student use of Reading Eggs and RAZ-Kids software

Gifted/Talented

In November of each year, the State Department of Education provides testing for students in grades two to determine their eligibility for Gifted and Talented Programs. The Iowa, an achievement test, and the Cognitive Abilities Test (CoAT) and aptitude test, are administered to all public school students enrolled in grade two. These results are available by mid-January.

Beginning in grade three, students who meet the state criteria may be placed in the academically gifted and talented program. This program is called "Challenge" in Greenville County Schools.

At the elementary level, Challenge is a pull-out program. In third grade students attend Challenge for at least 125 minutes each week. Students in grades four and five attend Challenge for at least 200 minutes each week.

Each teacher has a Challenge teacher based upon the number of qualified students in that school. Students are taught classes with a teacher/pupil ratio of 1 to 20 or less

Robert Cashion Elementary also participates in a "Trial Placement" program which is an optional program where students are placed on a trial basis into the school's Challenge program. Students must meet one of the two state criteria and may only be placed for one year.

Robert Cashion Elementary had 14 students in our trial placement program for the 20187-2018 school year.

Media Center

Collection Development Plan: The Media Center at Robert E Cashion Elementary is currently at the beginning stages of a five-year collection development plan. We have identified and prioritized the main areas of need for each school year, with some areas of need extending over multiple years. The plan is as follows:

Year One: 2017-18 – Fiction (chapter books) grades 2-5 / Picture books
Year Two: 2018-19 – Picture books / 790s (sports)
Year Three: 2019-20 – 790s (sports) / 620s (vehicles)
Year Four: 2020-21 – 550-599 (plants and animals)
Year Five: 2021-22 - 500-549 (general science) / 636 (pets)

As our students continue learning that the library is a space where they can freely choose any book they like, our focus in 2017-2018 was on new fiction and high interest chapter books and picture books. Our goal is to update our collection to include the newest titles in popular series, as well as purchasing entire series that are missing. We will continue to target a wide range of reading levels, so that lower grades can begin to explore and get excited about more complex chapter stories. Graphic novels will be included as needed. Beginning in 2018-2019, we will move into specific non-fiction areas of need, including outdated topics that need modernization, like sports and cars.

Allocation: The Media Center collection development allocation varies each year, but is generally close to $1500. In addition to these funds, the library general fund balance is used almost exclusively for collection development in order to accomplish our goals.

Mini-grant: In collaboration with the PTA, the Media Center was allocated $200 in the 2017-2018 school year to purchase paperback books and popular titles from the Scholastic Book Fair. The Media Center will apply for the same mini-grant in the 2018-2019 school year.

Scholastic dollars: The media center currently has $7200 in Scholastic dollars, which are used exclusively for collection development.

Professional Library: During the 2017-2018 school year a Professional Library plan was established. A room was designated to house the materials as well as provide a professional area for staff to work and plan. The Media Specialist and Instructional Coach worked with teacher teams to create a wish list of titles. Over $1500 worth of books were ordered for teachers to use for interactive read alouds. Closets were cleaned out and books were found and cataloged and then housed in the Professional Library. We will continue to add to our collection.

Resource/Leveled Reader Library: During the 2017-2018 school year we worked with grade levels to their needs for using content readers during their guided reading groups. Our leveled reader library needed additional books in order for teachers to integrate science, social studies, and math with their ELA instruction. Title I funds purchased four complete sets (grades K-5) of math leveled readers as well as two sets of science leveled readers that correlate with specific science units at each grade level. We also cleaned out closets and found hundreds of books with science, math, and social studies content. The Instructional Coach sorted and grouped all the books and created a content section in the Instructional Materials Room. There is a sign-out procedure for teachers as well as a section with student magazines, math activities, and instructional games.

Instruction and Technology: Our Media Center has a fixed/flex (A/B) schedule where each class is seen once every two weeks. This provides each student with an opportunity to check out books regularly. In addition to providing time to check out books during class, students are also welcome during all flex hours to come in individually to check out books or use other resources (i.e. use computers or chromebooks for research and project completion). The Media Center will continue with this schedule in the 2018-2019 school year. The Media Center is currently 1:1 with computers/chromebooks, as well as 1:1 with iPads. The Media Center received a new Promethean ActivPanel with ActivConnect OPS-G (built-in operating system) in the 2017-2018 school year.

Reading Programs: Battle of the Books: Each year the Media Specialist works with a team of teachers to participate in the annual Battle of the Books competition. A team of several students are selected to read ten South Carolina Children's Book Award nominees; the team meets once a week starting in October. Weekly practices consist of updates on reading goals, exchanging books, and answering practice questions. All students in grades 4 and 5 are invited to participate. The 2017-2018 Battle of the Books team was narrowed from 27 students interested in competing, to our final 7 teammates.

South Carolina Picture Book Award: Each year the Media Specialist reads all 20 SCPBA nominees to grades K-2. The Media Specialist collaborates with classroom teachers and helps facilitate language arts and reading standards with read-alouds of the SCPBA books. After all 20 books are completed, the students are asked to vote on which was their favorite. Our students' votes are submitted to the South Carolina Association of School Librarians for a statewide vote. Our students are given the results of both the school wide choice and the statewide winner.

Read Your Way to the Big Game: Each year the Media Specialist works with a team of teachers to participate in the Read Your Way to the Big Game reading program. In the 2017-2018 school year, 221 students (31% student body participation) read six books to complete their reading log and were

entered to win the grand prize (tickets to the Clemson/Carolina football game). The goal for the 2019-2019 school year is 100% participation.

Summer Reading: At the end of the 2017-2018 school year students were provided with two summer reading program options. Students could read four books over the summer and return their reading log to the Media Specialist in the fall to receive a prize. Students were also given information about the public library's summer reading program. The Media Center will be open two days over the 2018 summer so that students may check out books to help them reach their goal. On the first day of opening the Media Center (June 19th), 22 books were checked out to students.

Disaggregated Student Data

Percent of Students Scoring Met and Exceeds on SC READY and SCPASS

2015-2017

ELA SC READY	3rd		4th		5th		Overall	
	REC	GCS	REC	GCS	REC	GCS	REC	GCS
2016	35%	50%	40%	51%	29%	48%	36%	50%
2017	31%	51%	33%	51%	37%	48%	34%	50%

Math SC READY	3rd		4th		5th		Overall	
	REC	GCS	REC	GCS	REC	GCS	REC	GCS
2016	43.6%	61%	50.4%	56%	37.2%	52%	44.7%	56.3%
2017	34.4%	61%	36.7%	56%	34.6%	52%	35.2%	56.3%

Science SCPASS	4th Grade	4th Grade	5th Grade	5th Grade	4th and 5th	4th and 5th
	REC	GCS	REC	GCS	REC	GCS
2015	66.3%	74.6%	60.2%	74.1%	63.3%	74.4%
2016	69.9%	71.4%	47.7%	71.7%	58.8%	71.6%
2017	35.8%	52.7%	45.7%	53.3%	40.8%	53.0%

SS SCPASS	4th Grade	4th Grade	5th Grade	5th Grade	4th and 5th	4th and 5th
	REC	GCS	REC	GCS	REC	GCS
2015	83.7%	88.6%	65.9%	78.0%	74.8%	83.3%
2016	86.8%	85.4%	53.5%	77.0%	70.2%	81.2%
2017	81.5%	85.8%	74.0%	79.1%	77.8%	82.4%

Students Scoring Met and Exceeds on SC READY

2016-2017

Race

	All	Asian	African American	Hispanic	Multiracial	Pacific Islander	White
ELA	35	0	27	48	30	0	40
Math	39	0	29	53	27	0	52

- Hispanic population is outperforming both our African American and White populations
- Math performance is somewhat stronger than ELA

Gender

	All	Female	Male	2017 Gap	2016 Gap
ELA	35	40	30	10	15
Math	39	39	39	-1	-2

- Females significantly outperform males in ELA
- Females and males performed exactly the same in math

- The Gap in Math is smaller from 2016 to 2017

Students with Disabilities

	All	Non-SWD	SWD	2017 Gap	2016 Gap
ELA	35	41	3	-38	-42
Math	39	44	11	-33	-41

- Students without disabilities significantly outperform students with disabilities in both ELA and math
- Students with disabilities perform stronger in Math than in ELA
- The Gap from 2016 to 2017 is becoming smaller in both Math and ELA
- The Math gap is much lower in 2017 than in 2016

LEP Students

	All	Non-LEP	LEP	2017 Gap	2016 Gap
ELA	35	35	31	-4	-8
Math	39	39	39	-1	-13

- Non-LEP students performed stronger in Math than in ELA
- The Gap from 2016 to 2017 was significantly lower in Math

Percent of Students Scoring Met and Exceeds on SCPASS
2016-2017
Race

	All	Asian	African American	Hispanic	Multiracial	Pacific Islander	White
Science	41	0	25	63	64	0	54
Social Studies	78	0	73	89	82	0	78

- All races significantly outperform Social Studies to Science
- Hispanic and Multiracial students outperform African American and White students in both Science and Social Studies
- African American students perform significantly higher in Social Studies than Science

Gender

	All	Female	Male	2017 Gap	2016 Gap
Science	41	39	42	-3	-9
Social Studies	78	78	77	1	-10

- Both genders significantly outperform in Social Studies compared to Science
- Both genders performed at almost the same percentage in Science and Social Studies

- The Gap is closing in Science and has closed in Social Studies

Students with Disabilities

	All	Non-SWD	SWD	2017 Gap	2016 Gap
Science	41	45	18	-28	-54
Social Studies	78	81	59	-22	-41

- Students without disabilities significantly outperformed students with disabilities in both Science and Social Studies
- The Gap in 2017 is significantly lower than the Gap in 2017

LEP Students

	All	Non-LEP	LEP	2017 Gap	2016 Gap
Science	41	40	59	19	14
Social Studies	78	78	76	-1	4

- LEP students significantly outperformed non-LEP students with the Gap being greater in 2017 than 2016
- LEP students performed higher in Social Studies than in Science
- Non-LEP students and LEP students performed at almost the same percentile in Social Studies

Professional Development Calendar
Robert E Cashion Elementary School

All teachers must participate in a minimum of 24 hours of professional development during each school year. Professional development may include workshops, conferences, in-services, and coursework. At least 12 of these 24 hours will be offered by the school/principal. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs. This is a fluid document and subject to change as the need arrives. An updated document will be sent out as soon as the change is made.

Date	Title	Presenter(s)	Audience
July			
10-13	Team Meetings to plan for 2017-2018	Streetman	Grade Level Teams
August			
17	The First 20 Days of Balanced Literacy	Interventionists	New Teachers

18	Introduction to Mastery Connect	Frederiksen/Wham	Teachers
23	**Literacy Framework Overview/Using the Reading Strategies Book (1 point)**	**Florence/Bradshaw**	**Teachers**
30	Focus Team Meetings	Focus Team Chairs	Teachers
September			
6			
13	**Using Rubicon and the Literacy Framework Template to Create Minilessons (1 point)**	**Literacy Team**	**Teachers**
Week of 18	**Grade Level PD—Communities/Pins/Help/Videos (1 point)**	**Florence**	**Grade Level Teams**
Week of 18	Grade Level Planning—What does a good lesson plan look like?	Florence/Admin	Grade Level Teams
20	**Google Overview Training (1 point)**	**Roper**	**Teachers**
27	**Genius Hour—Planning Minilessons with Rubicon and the Literacy Framework Template (2 points)**	**Bradshaw/Graves**	**Teachers**
Week of 25	**Grade Level PD—How to administer a Mastery Connect Assessment? (1 point)**	**Florence**	**Grade Level Teams**
Week of 25	Grade Level Planning—Activating Strategies	Florence/Admin	Grade Level Teams
October			
Week of 2	**Grade Level PD—Creating Mastery Connect Assessments (1 point)**	**Florence**	**Grade Level Teams**
Week of 2	Grade Level Planning—Summarizing Strategies	Florence/Admin	Grade Level Teams
4	Faculty Council—Marzano's Article on Teaching for Rigor Part I	Streetman/Florence	Faculty Council
5	**Creating Teacher Websites (1 point)**	**Wham**	**Teachers**
Week of 9	**Grade Level PD—Looking at Formative Assessment Data (1 point)**	**Florence**	**Grade Level Teams**
Week of 9	Grade Level Planning—Looking at Student Engagement	Florence/Admin	Grade Level teams
9	**RAZ-Kids—Setting Up Classrooms (1 point)**	**Murphy**	**Teachers**
11	**Balanced Literacy—Minilessons (1 point)**	**Bradshaw**	**Teachers**
18	ITBS Training	Frederiksen	Second Grade Teachers
16	**RAZ-Kids—Looking at Reports (1 point)**	**Murphy**	**Teachers**
Week of 16	Grade Level PD—Getting Ready for Mastery Connect Benchmarks	Florence	Grade Level Teams
Week of 16	Grade Level Planning—Integrating Content Discussion	Florence/Admin	Grade Level Teams
25	Focus Groups	Focus Group Chairs	Teachers
30	**Balanced Literacy with Stacey Shamis (3 points)**	**Florence/Shamis**	**Kindergarten/First Grade Teachers**
November			
1	**Teacher iPad Setup during planning time (1 point)**	**Roper/Jackson**	**Teachers**
1	**Google Classroom Introduction (1 point)**	**Roper**	**3-5 Teachers**

Week of 6	Grade Level PD		
Week of 6	Grade Level Planning—Best Practices	Florence/Admin	Grade Level Teams
8	Leadership Team—Debrief Austin Greene Walk-Throughs	Streetman	Admin Team
15	**Balanced Literacy—Shared Reading (1 point)**	**Bradshaw**	**Teachers**
Week of 27	MAP Training (28th and 30th during planning)	Frederiksen/Florence	2nd and 5th Grade Teachers
Week of 27	**Genius Hour—Diving into Mastery Connect Data (2 points)**	**Frederiksen/Florence**	**Teachers**
29	No Faculty Meeting—(Genius Hour)		
30	EAFK Ceremony (Perseverance)	Lasenbery	Teachers
December			
4-14	MAP Testing (Grades 2 and 5 only)	Frederiksen/Florence	2nd and 5th Grade Teams
6	Faculty Council	Streetman	Faculty Council Chairs
TBD	Mastery Connect Part B Assessment (Grades 3 and 4 only)	Florence	3rd and 4th Grade Teams
20	Winter Staff Celebration	Sunshine Team	Staff
January			
3	**Faculty Meeting**	**Streetman**	**Teachers**
Week of 9th	**Grade Level PD--Fishing for Understanding: Why do teachers need to look at assessments? How does oral language affect student achievement?(1 point)**	**Florence**	**Grade Level Teams**
10	Faculty Council—Marzano's Teaching for Rigor Part II	Streetman	Faculty Council
17	**Whole Faculty: Google Training—Creating Forms (1 point)**	**Roper**	**Teachers**
18	EAFK Ceremony (Self-Discipline) Snow Day	Lasenbery	Teachers
Week of 24th	**Grade Level PD—Fishing for Understanding: How does the level of my questioning affect student achievement? (1 point)**	**Florence**	**Teachers**
31	Focus Team	Focus Team Chairs	Teachers
February			
6	**Technology Refresh**	**Streetman/Polatty/Jackson**	**Teachers**
7	**How does poverty affect student vocabulary development? (1 point)**	**Florence**	**Teachers**
12	Grade Level PD—None this week		
14	Faculty Council—Marzano's Teaching for Rigor Part III	Streetman	Teachers
21	**Whole Faculty: What we learned at the Literacy Conference (1 point)**	**Bradshaw/Literacy Conference Teachers**	**Teachers**
22	EAFK Ceremony (Self-Discipline and	Lasenbery	Teachers

	Friendliness) 8:30 and 9:15		
February 21,23,26,27, March 1	**Genius Hour—Math Progression Document and Unit Planning for a Future Unit/Mastery Connect Data Discussion (2 points)**	**Frederiksen/Florence/Greene**	**Grade Level Teams**
28	**DLC Technology Workshop Using Technology to Teach Vocabulary (1 point)**	**DLC Team**	**Teachers**
March			
14	**Whole Faculty: Guided Math Groups from Furman Consortium (1 point)**	**Jackson/Furman Group**	**Teachers**
21	Faculty Meeting	Streetman	Teachers
22	EAFK Ceremony (Respect)	Lasenbery	Teachers
April			
9	**Grade Level PD—Fishing for Understanding: What strategies am I using in my instruction? (1 point)**	**Streetman/Frederiksen/Florence**	**Grade Level Teams**
11	Focus Teams	Focus Team Chairs	Teachers
18	**Integrating Reading and Writing in Math Instruction; SC READY/SCPASS Training (1 point)**	**Florence/Jackson/Frederiksen**	**Teachers**
Week of 30	**Genius Hour—Planning a Math Unit with Austin Greene (2 points)**	**Florence/Greene**	**Teachers**
May			
	No EAFK Ceremony this month (Confidence)	Lasenbery	Teachers
10	EAFK Ceremony	Lasenbery	Teachers
16	Faculty Meeting	Streetman	Teachers
30	Focus Teams	Focus Team Chairs	Teachers

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority *Gifted and Talented Requires*   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other
PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 34 % in 2016-17 to 50 % in 2022-23. *Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.*
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3 % annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 35 (2016-17)	**School Projected Elementary**	**38%**	**41%**	**44%**	**47%**	**50%**
		School Actual Elementary					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations **49** (2016-17)	**District Projected Elementary**	**52**	**55**	**58**	**61**	**64**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. RAZ Kids	8/20/18 – 6/7/2019	Jennifer Murphy	$1000	Title I Funds	Lesson Plans and Observations
2. Small Guided Reading Groups	8/20/18 – 6/7/2019	Melissa Campbell	$0	N/A	Lesson Plans and Observations
3. Family Reading Night	8/20/18 – 6/7/2019	Brittany Jackson	$500	Title I Funds	Reading Night Agenda

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority
Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other
PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 35 % in 2016-17 to 50 % in 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds

Expectations on SC READY Math will increase by 3 % annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 35%__ (2016-17)	**School Projected Elementary**	**38**	**41**	**44**	**47**	**50**
		School Actual Elementary					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations **54** (2016-17)	**District Projected Elementary**	**57**	**60**	**63**	**66**	**69**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. First In Math	8/20/18 – 6/7/2019	April Frederiksen	$1500	Title I Fund	Lesson Plans and Observation
2. IXL	8/20/18 – 6/7/2019	Melissa Campbell	$1500	Title I Fund	Lesson Plans and Observation
3. Rigorous Instruction and Assessment	8/20/18- 6/7/2019	Melissa Campbell	$0	N/A	Lesson Plans and Observations

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by ____% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary**					
		School Actual Elementary					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Interactive Notebooking	8/20/18 – 6/7/19	Melissa Campbell	N/A	N/A	Lesson Plans and Observations
2. 0.5 Steam Teacher	8/20/18 – 6/7/19	Brittany Jackson	$30,000	Title I Funds	Lesson Plans and Observations
3. Hands On Science Instruction	8/20/19 – 6/7/19	Melissa Campbell	N/A	N/A	Lesson Plans and Observations

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority

Gifted and Talented Requires	☐Gifted and Talented: Academic	☐ Gifted and Talented: Artistic	☐ Gifted and
Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*		☐Gifted and Talented: Other	

PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by _____% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**School Projected Elementary**					
		School Actual Elementary					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	**District Projected Elementary**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**		**INDICATORS OF IMPLEMENTATION**
1. Virtual Field Trips	8/20/18 – 6/7/19	Melissa Campbell	$1000	General Funds		Plans and Observations
2. Interactive SS Notebooks	8/20/18 – 6/7/19	Melissa Campbell	N/A	N/A		Plans and Observations
3. SS Integration in Reading/Writing	8/20/18 – 6/7/19	Melissa Campbell	$2,000	Title I Funds		Plans and Observations

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 48 (2016-17)	**Projected Hispanic**	51	54	57	60	63
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _ (2016-17)	**Actual Hispanic**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 27 (2016-17)	**Projected AA**	30	33	36	39	42

Source	Metric	Group					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _ (2016-17)	**Actual AA**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 3 (2016-17)	**Projected SWD**	8	13	18	23	28
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _ (2016-17)	**Actual SWD**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 31 (2016-17)	**Projected LEP**	34	37	40	43	46
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _ (2016-17)	**Actual LEP**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _ (2016-17)	**Projected SIP**					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _ (2016-17)	**Actual SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 53 (2016-17)	**Projected Hispanic**	56	59	62	65	68
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _ (2016-17)	**Actual Hispanic**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 29 (2016-17)	**Projected AA**	33	36	39	42	45
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations _ (2016-17)	**Actual AA**					

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 11 (2016-17)	**Projected SWD**	14	17	20	23	26
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations — (2016-17)	**Actual SWD**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 38 (2016-17)	**Projected LEP**	41	44	47	50	53
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations — (2016-17)	**Actual LEP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations — (2016-17)	**Projected SIP**					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations — (2016-17)	**Actual SIP**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected Hispanic**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual Hispanic**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected AA**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual AA**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected SWD**					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual SWD**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected LEP**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual LEP**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Projected SIP**					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	**Actual SIP**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected Hispanic**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Actual Hispanic**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected AA**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Actual AA**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected SWD**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Actual SWD**					

SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected LEP**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Actual LEP**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Projected SIP**					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	**Actual SIP**					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Family Learning Nights	8/20/18 – 6/7/19	Brittany Jackson	$1000	Title I Funds	Agenda
2. Parent Workshops	8/20/18 – 6/7/19	Nancy Purohit	$250	General Funds	Agenda
3. Summer Learning Packets	6/7/19 – 8/20/19	Brittany Jackson	$2500	Title I Funds	Purchase Order

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, FastBridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	52%	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
FastBridge	33.5%	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
MAP	46%	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					
Fountas and Pinnell	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					
FastBridge	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

MAP	**TBD**	**District Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Literacy Training	8/20/18 – 6/7/19	Melissa Campbell	N/A	N/A	Agenda/Powerpoint
2. Literacy Coaching Cycles	8/20/18 – 6/7/19	Jennifer Murphy	N/A	N/A	Coaching Cycle Notes
3. Reading Intervention	8/20/18 – 6/7/19	Revonda Bradshaw	N/A	General Fund	RTI Data

Performance Goal Area: ☐Student Achievement*   ☒Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority

Gifted and Talented Requires   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
Employment report	% of diverse teachers 2017-18	**School Projected**	**TBD**	**TBD**	**TBD**	**TBD**	**TBD**
		School Actual					

Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Promote REC to all candidates	8/20/18 – 6/7/19	Ryan Streetman	N/A	N/A	Brochure
2. Shining Stars Event	2/2019	Ryan Streetman	N/A	N/A	Agenda
3. Use Lawson Global HR System	Anytime Hiring	Ryan Streetman	N/A	N/A	Interview logs

Performance Goal Area: ☐Student Achievement*   ☐Teacher/Administrator Quality*   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
SDE School Report Card Survey	85.9%	**School Projected Students**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**	**≥ 90**

		School Actual Students					
	97.3%	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					
	94.5%	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents					
SDE School Report Card Survey	**91**	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students					
	94	**District Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
	88	**District Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Monitor and Adjust our Safety Plan	8/13/2018 – 6/7/19	April Frederiksen	N/A	N/A	Safety Plan
2. Behavior Interventionist	8/20/18 – 6/7/19	Brittany Jackson	$45,000	Title I Funds	Discipline Data
3. Character Ed Program	8/20/18 – 6/7/19	Nancy Purohit	N/A	N/A	Program Overview

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.0%	**School Projected**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**	**≤1.0**
		School Actual					

			2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) **0.7**	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	**AVERAGE BASELINE**		**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.0	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17)	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
		District Actual					

ACTION PLAN FOR STRATEGY #1:					**EVALUATION**
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Character Ed Program	8/20/18 – 6/7/19	Nancy Purohit	N/A	N/A	Program Overview
2. Various Mentor Programs	8/20/18 – 6/7/19	April Frederiksen	N/A	N/A	Agendas

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
3. Behavior Interventionist	8/20/18 – 6/7/19	Brittany Jackson	$45,000	Title I Funds	Discipline Data

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	92%	**School Projected**	90	90	90	90	90
		School Actual					
AdvancED Culture & Climate Surveys	89	**District Projected**	90	90	90	90	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. On Track Initiative	8/20/18 – 6/7/19	Brittany Jackson	N/A	N/A	On Track Data
2. ACE Training	8/20/18 – 6/7/19	Nancy Purohit	N/A	N/A	Agenda
3. Character Ed Program	8/20/18 – 6/7/19	Nancy Purohit	N/A	N/A	Program Overview

| **Performance Goal Area:** | ☐Student Achievement* | ☐Teacher/Administrator Quality* | ☒School |

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.

INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 95.48%	**School Projected**	**95**	**95**	**95**	**95**	**95**
		School Actual					
	(2016-17) **95**	**District Projected**	**95**	**95**	**95**	**95**	**95**
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Attendance Celebrations	8/20/18 – 6/7/19	Janon Myers	$500	General Funds	Celebration Plans
2. Attendance Conferences	8/20/18 – 6/7/19	Janon Myers	N/A	N/A	Conference Plan
3. On Track	8/20/18 –	Brittany	N/A	N/A	On Track Data

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
	6/7/19	Jackson			

Performance Goal Area: ☐Student Achievement* ☐Teacher/Administrator Quality* ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority

Gifted and Talented Requires ☐Gifted and Talented: Academic ☐Gifted and Talented: Artistic ☐Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐Gifted and Talented: Other

PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 3% Lonely – 17% Angry – 13%	**School Projected**	**Afraid ≤5 Lonely ≤9 Angry ≤7**	**Afraid ≤5 Lonely ≤9 Angry ≤7**	**Afraid ≤5 Lonely ≤8 Angry ≤6**	**Afraid ≤5 Lonely ≤8 Angry ≤6**	**Afraid ≤5 Lonely ≤7 Angry ≤5**
		School Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	**District Projected**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5**
		District Actual	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**	**Afraid ≤ Lonely ≤ Angry ≤**

ACTION PLAN FOR STRATEGY #1:		EVALUATION

ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Counseling Program	8/20/18 – 6/7/19	Nancy Purohit	N/A	N/A	Program Overview
2. Behavior Interventionist	8/20/18 – 6/7/19	Brittany Jackson	$45,000	Title I Funds	Discipline Data
3. Mental Health Counselor	8/20/18 – 6/7/19	Piedmont Mental Health	N/A	N/A	Counselor Services