

Thomas E. Kerns Elementary
Dr. Mark Adams, Principal

Greenville County Schools
Dr. W. Burke Royster, Superintendent

Scope of Action Plan
2018-19 through 2022-23

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Thomas E. Kerns Elementary

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		8/15/2018
PRINTED NAME	SIGNATURE	DATE

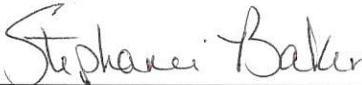
PRINCIPAL

Dr. Mark Adams		4/24/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Stephanie Baker		4-27-18
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Mrs. Charlotte McNeill		4/30/18
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 6650 Frontage Road at White Horse
Greenville, SC 29605

SCHOOL'S TELEPHONE: (864) 355-1300

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

Stakeholder Involvement for School Renewal

	<i>Position</i>	<i>Name</i>
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.	Paraprofessional _____	<u>Katarina Reichardt</u>
6.	School Improvement Council Member _____	<u>Stephanie Baker</u>
7.	Read to Succeed Reading Coach _____	<u>Charlotte McNeill</u>
8.	School Read To Succeed Literacy Leadership Team Lead _____	<u>Charlotte McNeill</u>
9.	School Read To Succeed Literacy Leadership Team Member _____	<u>Sara Aiken</u>

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

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

<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>Sara Aiken</u>
<u>Interventionist</u>	<u>Lorri Smith</u>
<u>Teacher</u>	<u>Stephanie Wallace</u>
<u>Teacher</u>	<u>Kerri Fay</u>
<u>Teacher</u>	<u>Hillary Toro</u>
<u>Teacher</u>	<u>Justin Garrett</u>
<u>Teacher</u>	<u>Erin Stewart</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)

Early Childhood Development and Academic Assistance Act (Act 135) Assurances

(S.C. Code Ann §59-139-10 *et seq.* (Supp. 2004))

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input type="radio"/> Yes <input type="radio"/> No	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.

<input checked="" type="radio"/> N/A	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> 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.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> 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.
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> 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

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, SECOND Chance, 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 Kindergarten and 3rd
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 (2018-2019)

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 Kindergarten and 3rd
Computer assisted instruction
Continued high-quality professional development for teachers
Increased focus on South Carolina College- and Career-Ready Mathematical Standards (2018-2019)

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 91.7%. 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 at the school and district level help aid in this endeavor.

Summary of School Climate

Overall, surveys of student and parent satisfaction show positive results. In 2017, the survey of teacher satisfaction improved in the areas of learning environment and school-home relations. Our attendance is slightly below the district objective of 95%. 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
- A portion of the population present significant behavior challenges

Significant Accomplishments:

- 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 a suburban 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 three multi-categorical self-contained classrooms. 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 648 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 two part time interventionists, media specialist, 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, Literacy Specialist, 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 2 years. 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 17 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 in 2015.

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

2017-2018 Staff Data

Education Level

The varying degrees held by teachers at Thomas E. Kerns Elementary are BS – 14%, BA – 33%, BA +18 – 5%, Masters – 36%, and Master +30 – 9%, and Ph. D. – 3%. All teachers are considered highly qualified.

Gender and Ethnicity

Although our staff is predominately female and Caucasian, we do have a presence of male and African American female role models. The gender and ethnicity of our staff are Black Males – 3%, Black Females – 13%, Hispanic Female – 4%, White Males – 5%, and White Females – 75%.

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 one 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 full-time media specialist and one part time media specialist, 3 full-time interventionists and two part time interventionist, one 0.3 challenge teacher, a full-time ESOL teacher and a part time ESOL teacher, a school counselor, a Title I social worker, a Title I Facilitator, 11 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 8 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		3	2	2		
2		3	1	1		1
3		2		1	1	1
4	3	1		1		1
5	4	1			1	
Other	1	7	4	5	4	4

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, a Behavior Intervention Specialist, a Title I facilitator, a Title I school nurse, an on-site nurse, two 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 Kindergarten and third grade thus reducing the ratio of students to teachers in these grades. Our overarching student/teacher ratio is 17:1 (648 enrolled students /38 classes).

Attendance

Teacher attendance rate decreased from 92.2% in 2015-16 to 91.7% in 2016-17. Teachers at Thomas E. Kerns Elementary strive to attend each day of the school year.

Student Data

Enrollment

There are currently 657 students enrolled. The enrollment configuration for Thomas E. Kerns Elementary by grade level is as follows:

- Kindergarteners – 105
- First graders – 113
- Second graders – 112
- Third graders – 100
- Fourth graders – 99
- Fifth graders – 128

Attendance

The following chart shows attendance data from the 2016-2017 school year. First grade has the highest number of absences. Third grade had the lowest number of absences. Third and fourth 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	14	17	2
Grade 1	25	25	4
Grade 2	14	24	3
Grade 3	13	17	5
Grade 4	18	24	5
Grade 5	12	20	4

Gender

In 2015-16, there were 385 males and 299 females. In 2016-17, there were 349 males and 295 females enrolled at Thomas E. Kerns. Currently, there are 363 males and 294 females. The trend over the past three years indicates a greater population of males than females.

Ethnicity

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. In 2016-17, the student population was made up of 54.7% African-America students, 16.8% Caucasian, 22.5% Hispanic, and 6% Two or More Races. Currently, the student population is made up of 54.5% African-America students, 15.2% Caucasian, 23.8% Hispanic, and 6.6% 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, and three multi-categorical self-contained special education teachers.

Class	LD Primary	LD Intermediate	K5-1 st Multi Categorical	2 nd -3 rd Multi Categorical	4 th -5 th Multi Categorical
# of Students	18	58	7	10	16

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.

- **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.
- **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.
- **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, and respectful life-long learners.

Vision Statement

Our vision is to encourage a culture of excellence for students, staff, parents, and the community.

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 and encouraging strong collaboration with families.
- 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.

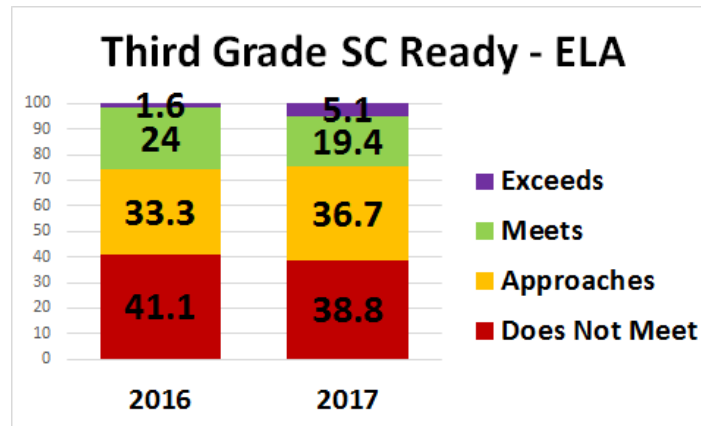
SC READY ELA

English



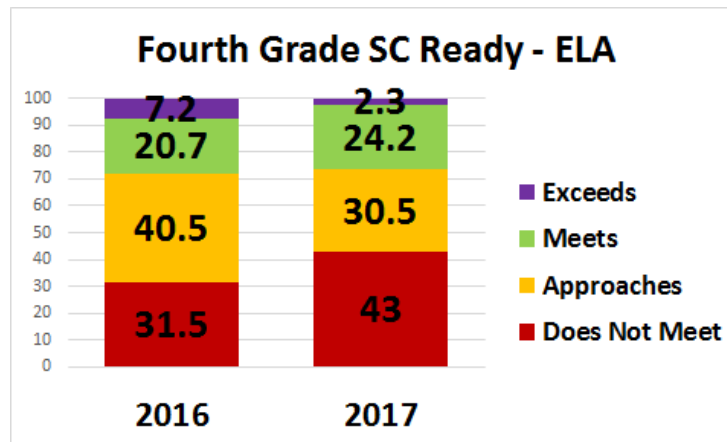
In English, Thomas E. Kerns' scores showed that 24% meets or exceeds expectations. Third, fourth and fifth grades all had some students who exceeds expectations.

SC READY ELA-Third Grade



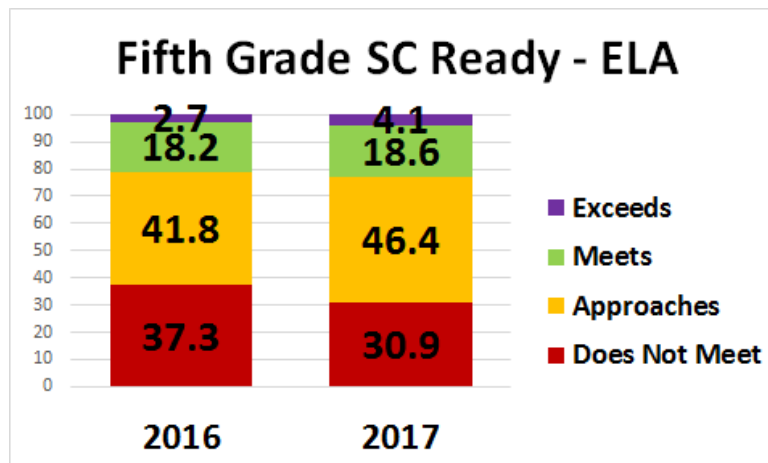
In 2017, third grade increased by 3.5% in the exceeds category. The approaches category increased by 3.4%. Our goal is to move the students, so that most are in meets or exceeds categories.

SC READY ELA-Fourth Grade



In 2017, fourth grade increased by 11.5% in the does not meet category and by 3.5% in the meets category. At Thomas E. Kerns 73.5% of fourth grade are in the approaches and does not meet categories.

SC READY ELA-Fifth Grade



In 2017, fifth grade increased by 1.4% in the exceeds category, by .4% in the meets category and by 4.6% in the approaches category. Our goal is to keep the trend moving toward positive gains.

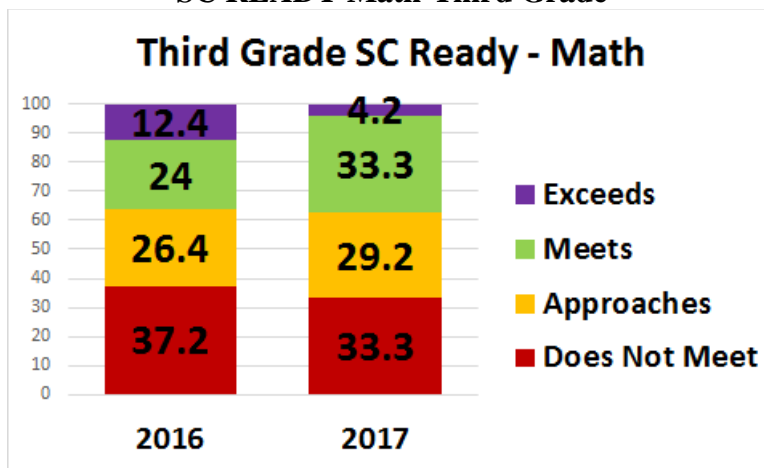
SC READY Math

Mathematics



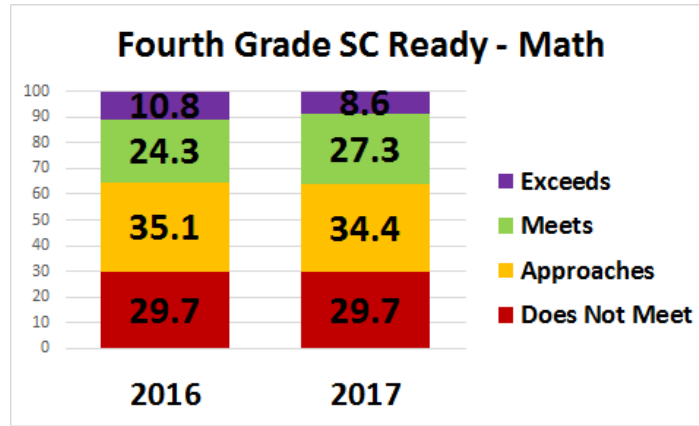
In mathematics, Thomas E. Kerns' scores showed that 34% meets or exceeds expectations. Third grade has the highest percentage in mathematics that exceeds or meets expectations with fourth grade only being one percent lower.

SC READY Math-Third Grade



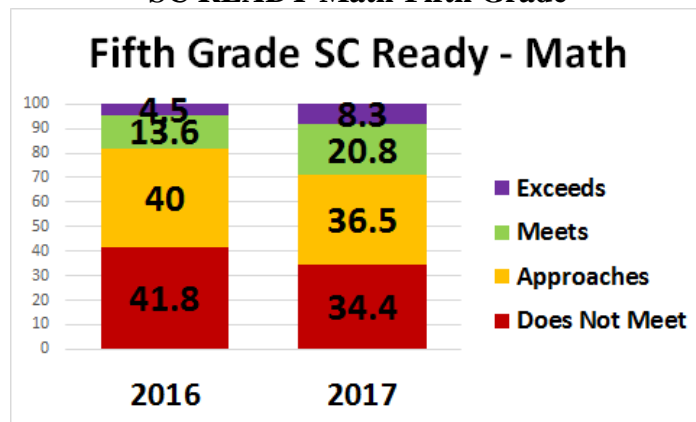
In 2017, the meets and approaches categories increased by 12.1%. The goal is to move more of the approaches category to the exceeds category. The does not meet category decreased by 3.9%. This is a trend that we wish to continue.

SC READY Math-Fourth Grade



In 2017, the meets category increased by 3% for fourth grade. The does not meet category stayed the same. In 2017, 64.1% of our fourth grade are in the approaches and does not meet categories.

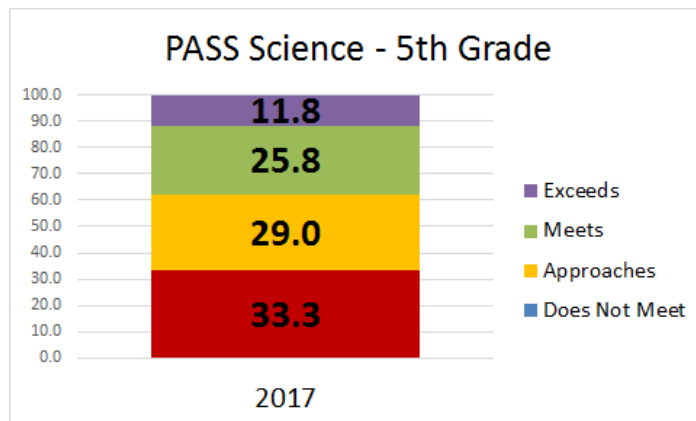
SC READY Math-Fifth Grade



In 2017, the exceeds category increased by 3.8% and the meets category increased 7.2% for fifth grade. At Thomas E. Kerns 70.9% of our fifth grade are in the approaches and does not meet categories.

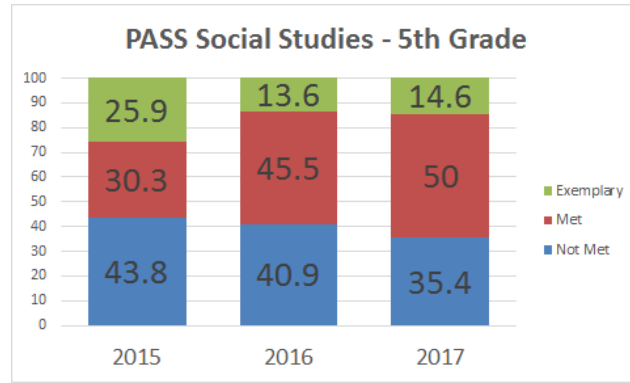
SCPASS

Science – 5th Grade



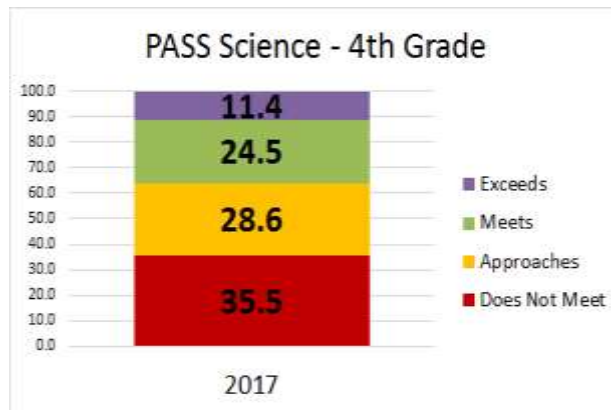
In fifth grade science, one-third of our students were in the does not meet category in 2017. We want to continue to grow the categories of exceeds and meets.

Social Studies– 5th Grade



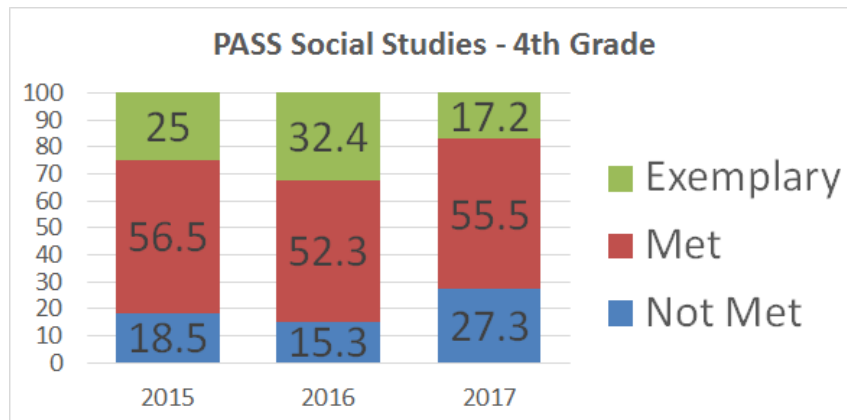
Fifth grade students scored 64.6% in the met and exemplary categories in 2017 in the area of social studies. The not met category decreased for the second year. Social Studies is the strongest subject for 5th grade.

Science – 4th Grade



In science for 2017, 35.9% of the fourth graders scored in the categories of exceeds and meets.

Social Studies – 4th Grade



The strongest subject area performance on the SCPASS test in 2015, and 2016, was fourth grade Social Studies. In 2017, 72.7% of the fourth graders scored in the met and exemplary categories that is a decrease of 12%.

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. 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. Thomas E. Kerns employs a Behavior Intervention Specialist to promote a safe and respectful environment in which students feel welcome and are encouraged to do their best in every area.

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. 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. MasteryConnect data is used to reteach for mastery. 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. Follow the Greenville County Schools Instructional Protocol
3. PBIS implementation and continued teacher training
4. Using MasteryConnect/common assessments/benchmarks to monitor gains in student achievement
5. Making sure all staff are trained to implement the areas of focus
6. Modeling of instructional strategies in faculty in-services
7. Teacher collaboration with other specialty areas
8. Implementing peer-observation opportunities to go in other classrooms
9. Observing other successful schools/programs similar to the make-up of Thomas E. Kerns
10. Unifying teaching strategies through common grade level planning time
11. Implementing vertical grade level planning throughout the year
12. Growing in the implementation of professional learning communities (PLC)
13. Monthly parenting workshop to address academic awareness and tips for support

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 through fifth grade students
- *Implement the State Standards according to the district plan over the next few years
- *Continue to utilize technology/license in the teaching process (ex. iPad, Promethean Board, Chrome books, Reading A to Z, etc.)
- *Use MasteryConnect data to group students according to needs

Our school's next steps in mathematics include the following:

- *Implement the State Standards according to the district plan
- *Increase use of manipulatives to teach math concepts
- *Implement small group instruction to help students gain understanding through guided math
- *Continue to utilize technology/license in the teaching process (ex. iPad, Promethean Board, Chrome books, DreamBox Learning, etc.)
- *Use MasteryConnect data to group students according to needs

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
- *Use leveled readers that correlate with science and English language arts standards
- *Continue to utilize technology in the teaching process (ex. iPad, Promethean Board, Chrome books, etc.)

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, Chrome books, 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 that grade level standards are taught according to the district pacing guide. Teachers use data from multiply sources to make instructional decisions.

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. One full-time and one part-time speech language pathologists also offer students speech services. These teachers work primarily in collaboration with classroom teachers, and sometimes pull out students to work on skills. We also have three multi-grade level teachers (k-1), (2-3), and (4-5). 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. We have one full-time and one part-time ESOL teachers.

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

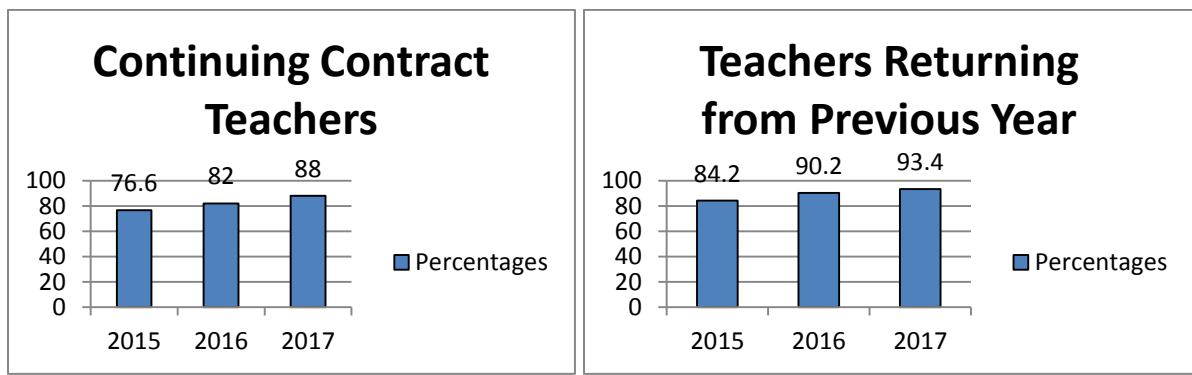
low-achieving students, broadened hands-on learning in the classrooms, and small groups. We are learning to effectively study our student achievement results along with our school processes.

Teacher and Administrator Quality

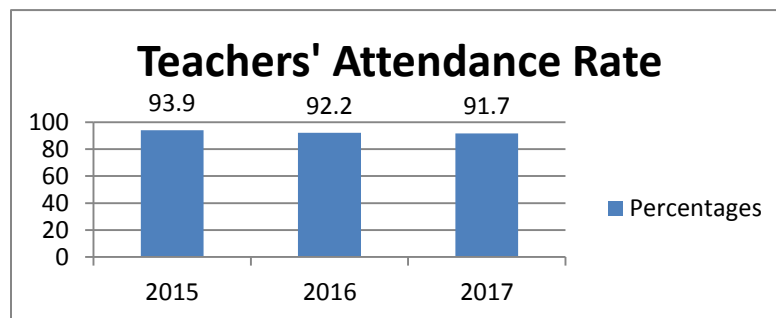
In the spring of 2018, the staff of Thomas E. Kerns Elementary School reiterated its vision to increase student achievement. From that vision, goals, objectives, and strategies were developed in the comprehensive school-wide improvement plan. Implementation of the improvement plan will help to bring an increase in achievement for our students.

Teacher retention

The Continuing Contract Teachers graph 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 3.2%

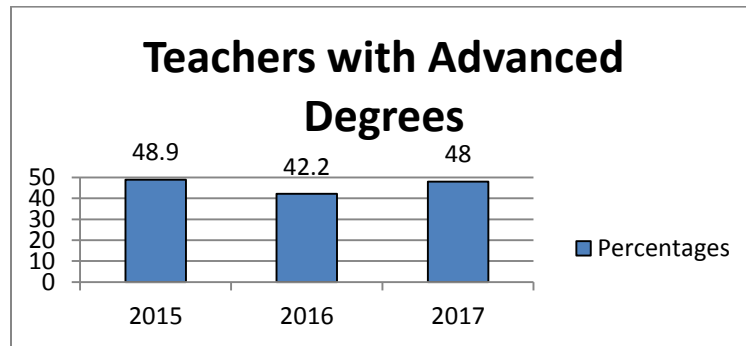


Teacher attendance



In 2017, our teachers' attendance rate was 91.7%. This was a decrease of .5%. Our teacher attendance rate is decreasing slightly each year.

Teachers with advanced degrees

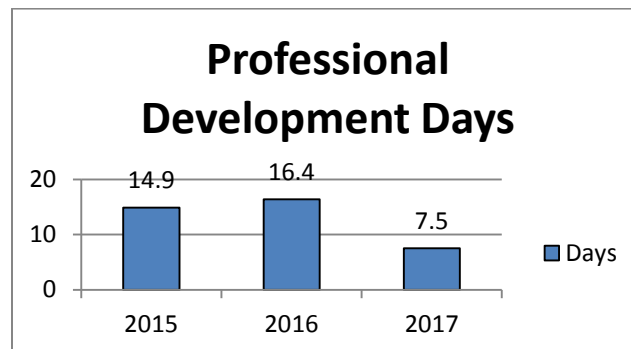


In 2017, we had 48% of teachers with advance degrees. This is an increase of 5.8%. We currently have several staff who have earned their advanced degree this past year or are starting a program to work on their advanced degree.

Teacher certification

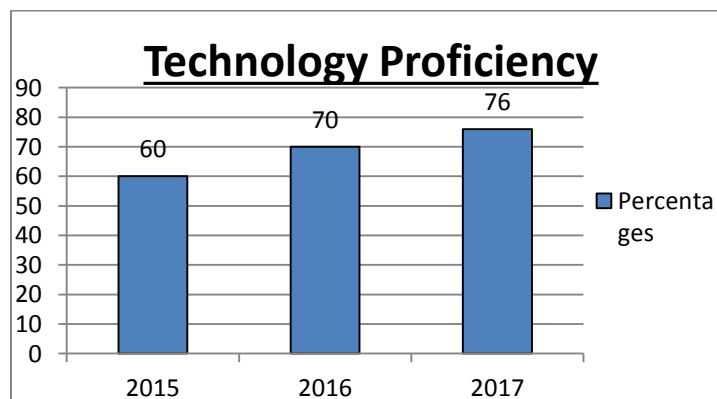
All teachers work in the field of their certification, and all teachers have been highly qualified since the opening of Thomas E. Kerns in 2006.

Professional development



In 2017, we had 7.5 days of professional development. This was a decrease of 8.9 days. We strive to provide opportunities for our teacher to excel at their teaching.

Technology proficiency



In 2017, 76% 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.

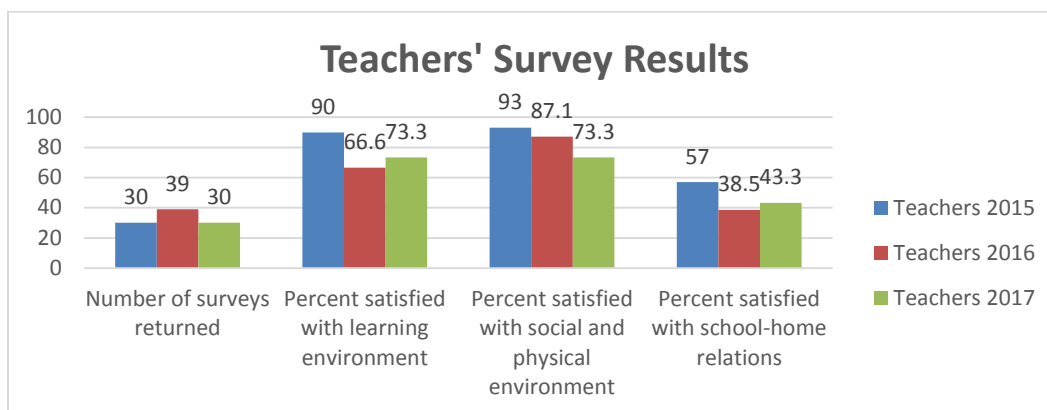
Summary of Progress

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 the past two years.

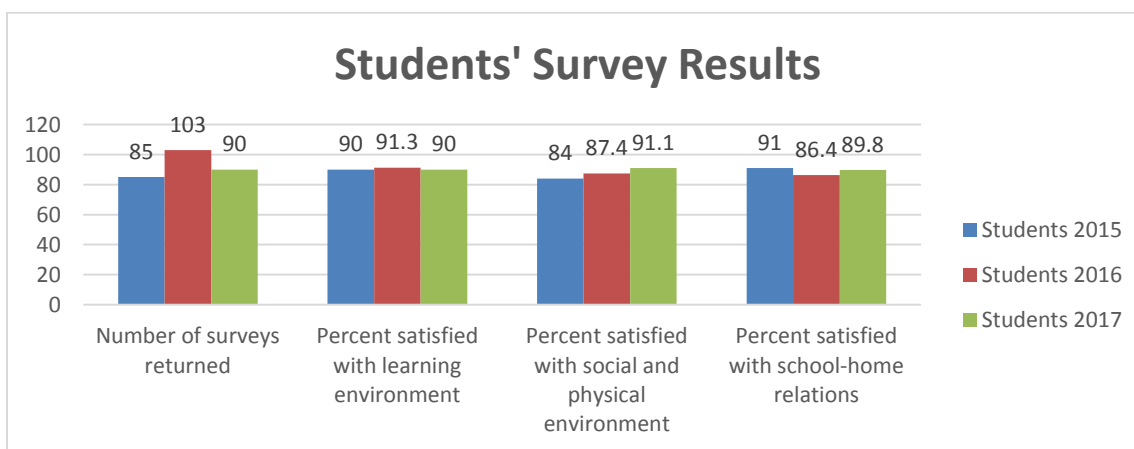
Teachers at Thomas E. Kerns are all highly qualified. Many have advanced degrees and several are in the process of acquiring a higher level of education. To maintain proficiency and skills, all teachers attend professional development during scheduled faculty meetings and attend workshops off contract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

School Climate

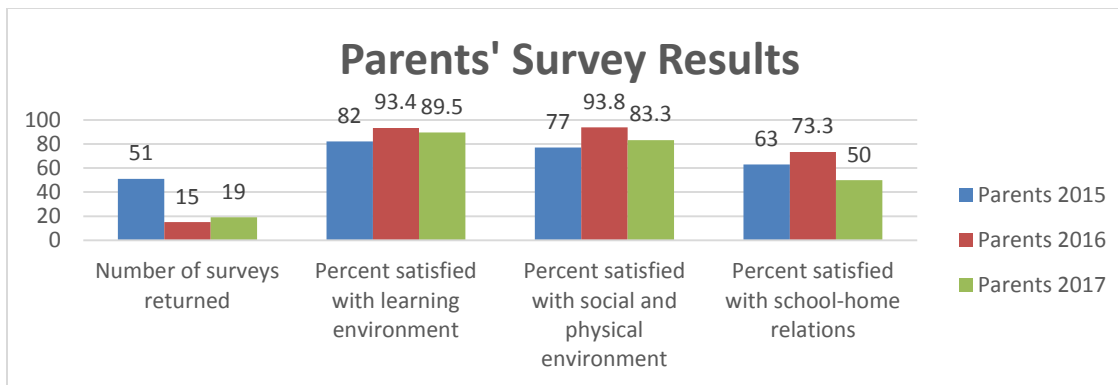
School Report Card Survey Results



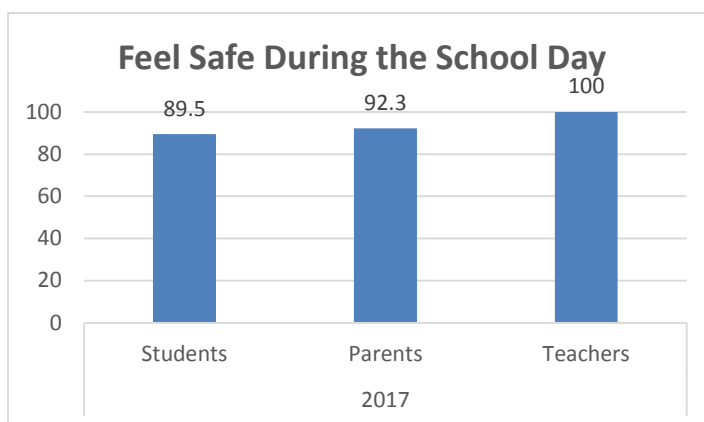
There was a decrease in the number of surveys returned. Survey results show an increase with the learning environment, and the school-home relations. The social and physical environment was the area that decreased in satisfaction.



The students' survey results went down in satisfied with learning environment in the 2017 school year. It increased in social and physical environment, and school-home relations. Survey results for students do not have major changes. We had a decrease in the number of students taking the survey.



In 2017, there was a decrease in the areas of satisfied with the learning, social and physical environment, and school-home relations. The number of surveys returned increased slightly. 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.

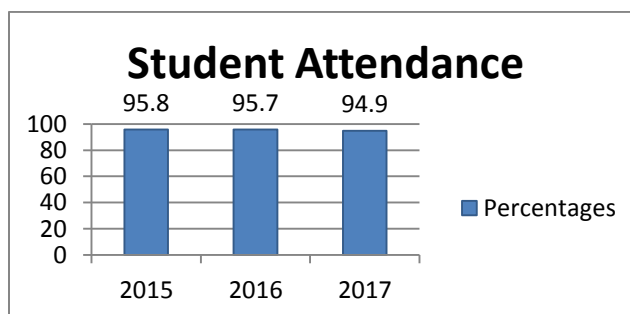


In 2017, our parents and teachers are above a rate of 90% who agree or strongly agree that they feel safe during the school day. Our students are at a rate of 89.5%.

AdvancED Culture and Climate Survey Results

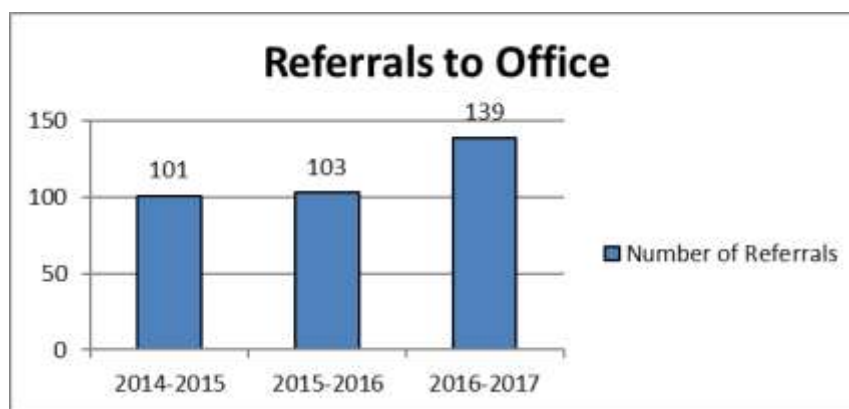
According to the AdvancED Culture and Climate Survey, 85% of students described their teacher as caring. This is below the district rate of 90%. At Thomas E. Kerns, we want to create and sustain an environment that supports mental and social/emotional health, as indicated by the percent of students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school. We reported the following feelings: 10% afraid, 13% lonely and 13% angry.

Student Attendance



Our student attendance decreased slightly in 2017. Thomas E. Kerns is slightly below the district objective of 95%.

Discipline Data



For the 2016-2017 school year, our referrals increased for the second year in a row. Our school has more referrals in April/May each year.

Summary of Progress

We had a decrease in the number of surveys returned by teachers. The social and physical environment decreased in satisfaction. Survey results show an increase with the learning environment, and the school-home relations. The school-home relations is still below 50%.

We had a decrease in the number of students taking the survey. The students' survey results went down in satisfied with learning environment in the 2017 school year. Survey results for students do not have major changes.

In 2017, there was a decrease in the areas of satisfied with the learning, social and physical environment, and school-home relations. The number of surveys returned increased slightly. The school is working to improve school-home relations by implementing many of the ideas that were suggested by our parents.

Our student believe that teachers care but we are not at the district rate of 90%. We have students that feel afraid, lonely and angry while they are at school. Each year we want fewer students to feel these emotions at school.

Our attendance is slightly below the district objective of 95%.

Discipline data shows an increase in the number of referrals to the office in 2016-2017. Ultimately, the goal of discipline is to create a safe productive learning environment for all those involved.

[Thomas E. Kerns 2016-2017 SDE School Report Card](#)

Thomas E. Kerns Elementary

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 ☐ 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 24.4% 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 2.53% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 24.4 (2016-17)	School Projected Elementary 26.93	29.46	31.99	34.52	37.05	39.58
		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					

Thomas E. Kerns Elementary

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core ELA instruction to increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Regular meetings with IC	2018-2023	Instructional Coach	\$0.00	N/A	Agendas, sign-in sheets
2. Provide professional development with District Elementary ELA consultant	2018-2023	Instructional Coach/District Consultant	\$0.00	N/A	Sign-in sheets
3. Extended day program for grades 2-5	2018-2023	Title I Facilitator	\$10,000	Title I/SIF	Compass Learning, Teacher evaluations
4. Personal Learning Communities	2018-2023	Grade Level Chair	\$0.00	N/A	Meeting Minutes
5. Coaching Cycles	2018-2023	Instructional Coach	\$0.00	N/A	Observations
6. MasteryConnect Data Analysis	2018-2023	Instructional Coach	\$0.00	N/A	Observations

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and

Thomas E. Kerns Elementary

Healthy Schools, etc.)* (* *required*) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional /
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 34.4% in 2016-17 to 39% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1.98% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations <u>34.4</u> (2016-17)	School Projected Elementary 36.38	38.36	40.34	42.32	44.3	46.28
		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					

Thomas E. Kerns Elementary

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core math instruction to increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Regular meetings with IC	2018-2023	Instructional Coach	\$0.00	N/A	Agendas, sign-in sheets
2. Provide professional development with DreamBox Learning consultant	2018-2023	Title I Facilitator	\$8,500.00	Title I	Sign-in sheets
3. Extended day program for grades 2-5	2018-2023	Title I Facilitator	\$10,000	Title I/SIF	Compass Learning, Teacher evaluations
4. Personal Learning Communities	2018-2023	Grade Level Chair	\$0.00	N/A	Meeting Minutes
5. MasteryConnect Data Analysis	2018-2023	Instructional Coach	\$0.00	N/A	Observation

Thomas E. Kerns Elementary

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <input type="checkbox"/> Academic Goal and 1 Additional Goal <input type="checkbox"/> 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 5% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017–18	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 TBD	TBD	TBD	TBD	TBD	TBD
		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					

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ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Team Planning	2018-2023	Grade Level Chair	\$0.00	N/A	Meeting Minutes
2. Vertical Planning	2018-2023	Dr. Mark Adams	\$0.00	N/A	Meeting Minutes
3. Personal Learning Communities	2018-2023	Grade Level Chair	\$0.00	N/A	Meeting Minutes
4. Use leveled readers that correlate with science and English language arts standards	2018-2023	Classroom teacher	\$0.00	N/A	Lesson plans

Thomas E. Kerns Elementary

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 ☐ 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 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017–18	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 TBD	TBD	TBD	TBD	TBD	TBD
		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					

Thomas E. Kerns Elementary

ACTION PLAN FOR STRATEGY #1: Increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Team Planning	2018-2023	Grade Level Chair	\$0.00	N/A	Meeting Minutes
2. Vertical Planning	2018-2023	Dr. Mark Adams	\$0.00	N/A	Meeting Minutes
3. Personal Learning Communities	2018-2023	Grade Level Chair	\$0.00	N/A	Meeting Minutes
4. Use leveled readers that correlate with social studies and English language arts standards	2018-2023	Classroom teacher	\$0.00	N/A	Lesson plans

Thomas E. Kerns Elementary

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 ☐ 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	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 23% (2016-17) Annual Increase = 5%	Projected Hispanic 25.61%	28.22%	30.83%	33.44%	36.05%	38.66%
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 23% (2016-17) Annual Increase = 5%	Actual Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 18% (2016-17) Annual Increase = 5%	Projected AA 20.89%	23.78%	26.67%	29.56%	32.45%	35.34%
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 18% (2016-17) Annual Increase = 5%	Actual AA					

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SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 3% (2016-17) Annual Increase = 5%	Projected SWD 6.72%	10.44%	14.16%	17.88%	21.6%	25.32%
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 3% (2016-17) Annual Increase =5%	Actual SWD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 9% (2016-17) Annual Increase = 5%	Projected LEP 12.39%	15.78%	19.17%	22.56%	25.95%	29.34%
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 9% (2016-17) Annual Increase =5%	Actual LEP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations TBD Annual Increase = __	Projected SIP TBD	TBD	TBD	TBD	TBD	TBD
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations _____ (2016-17) Annual Increase = __	Actual SIP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 39% (2016-17) Annual Increase =5%	Projected Hispanic 40.72%	42.44%	44.16%	45.88%	47.6%	49.32%

Thomas E. Kerns Elementary

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 39% (2016-17) Annual Increase = 5%	Actual Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 20% (2016-17) Annual Increase = 5%	Projected AA 22.78%	25.56%	28.34%	31.12%	33.9%	36.68%
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 20% (2016-17) Annual Increase = 5%	Actual AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 7% (2016-17) Annual Increase = 5%	Projected SWD 10.5%	14%	17.5%	21%	24.5%	28%
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 7% (2016-17) Annual Increase = 5%	Actual SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 28% (2016-17) Annual Increase = 5%	Projected LEP 30.33%	32.66%	34.99%	37.32%	39.65%	41.98%
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 28% (2016-17) Annual Increase = 5%	Actual LEP					

Thomas E. Kerns Elementary

SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations TBD Annual Increase = __	Projected SIP TBD	TBD	TBD	TBD	TBD	TBD
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17) Annual Increase = __	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					

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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					

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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: Increase the effectiveness of data-based core instruction	EVALUATION
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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Personal Learning Communities	2018-2023	Grade Level Chair	\$0.00	N/A	Meeting Minutes
2. Regular meetings with IC	2018-2023	Instructional Coach	\$0.00	N/A	Agendas, sign-in sheets
3. MasteryConnect Data Analysis	2018-2023	Instructional Coach	\$0.00	N/A	Observation

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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 ☐ 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	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	TBD	School Projected TBD	TBD	TBD	TBD	TBD	TBD
		School Actual					
FastBridge	TBD	School Projected TBD	TBD	TBD	TBD	TBD	TBD

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		School Actual					
MAP	TBD	School Projected TBD	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					

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MAP	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement Balanced Literacy with fidelity across all grade levels.	2018-2023	Instructional Coach/Literacy Specialist	\$0.00	N/A	Lesson plans, observations
2. Provide professional development with District Elementary ELA consultant	2018-2023	Instructional Coach/District Consultant	\$0.00	N/A	Sign-in sheets
3. Coach teachers in instructional best practices	2018-2023	Leadership Team	\$0	N/A	Documentation of coaching cycles provided by members of school leadership teams

Thomas E. Kerns Elementary

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	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected TBD	TBD	TBD	TBD	TBD	TBD
		School Actual					
Employment report	% of diverse teachers 2017-18	District Projected TBD	TBD	TBD	TBD	TBD	TBD
		District Actual					

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ACTION PLAN FOR STRATEGY #1: Early identification of diverse candidates.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Participate in Shining Stars	2018-2023	Dr. Mark Adams	\$0.00	N/A	Interview List
2. Arrange Interviews	2018-2023	Dr. Mark Adams	\$0.00	N/A	Interview List
3. Faculty Council representation/input	2018-2023	Dr. Mark Adams	\$0.00	N/A	Meeting Minutes

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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 ☐ 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	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey	89.5	School Projected Students ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students					
	100	School Projected Teachers ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers					

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	92.3	School Projected Parents ≥ 90	≥ 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: Enhance lines of communication between the school and stakeholders regarding existing safety measures.

EVALUATION

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ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that school-wide emergency response plans are in place and include explanations of the training and drills that take place at each location	2018-2023	Principal	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at our school	2018-2023	Principal	\$0	NA	Safety stories on web, social media, etc.
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Principal	\$0	NA	Tips received from multiple stakeholder groups

Thomas E. Kerns Elementary

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 / 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	2017-18	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	≤1.0
		School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected ≤1.0	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

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ACTION PLAN FOR STRATEGY #1: Increased community and student based education about Level III infractions and the criminal and disciplinary consequences					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase awareness of community based resources that families can reach out to for guidance and support.	2018-2023	Guidance Counselor	\$0	NA	Information disseminated and utilized
2. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.	2018-2023	Principal	\$0	NA	Information disseminated through various formats
3. Enhanced access to trained mental health counselor at our school.	2018-2023	Principal	Approx. \$60,000	General Fund	mental health counselor in school

Thomas E. Kerns Elementary

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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	85	School Projected 90	90	90	90	90	90
		School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

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ACTION PLAN FOR STRATEGY #1: Empower all adults (teachers, custodians, bus drivers, resource officers, administrators etc.) to establish a positive rapport with students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase parent involvement	2018-2023	PTA President	\$0.00	N/A	Log of volunteer hours
2. Curriculum Nights	2018-2023	Instructional Coach	\$0.00	N/A	Attendance
3. Poverty Simulation with "Our Eyes Were Opened"	August 13, 2018	Title I Facilitator	\$1,000.00	Title I	Sign-in sheets
4. Book Study (Eric Jensen)	2018-2023	Title I Facilitator	\$400.00	Title I	Sign-in sheets

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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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 94.9	School Projected 95	95	95	95	95	95
		School Actual					
	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

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ACTION PLAN FOR STRATEGY #1: Develop system to respond to attendance trends					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Consistently monitor attendance trends	2018-2023	Attendance Clerk Admin team Social Worker	\$0	NA	Attendance reports Review of attendance policies
2. Intervention conferences with those who have more than 3 consecutive or 5 unexcused absences.	2018-2023	Title I Social Worker	\$0.00	N/A	Log of intervention conferences
3. On Track monitoring	2018-2023	Dr. Adams	\$0.00	District	Meeting log/intervention

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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 2017-18		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – 10 % Lonely – 13% Angry – 13%	School Projected	Afraid ≤ 9 Lonely ≤ 12 Angry ≤ 12	Afraid ≤ 9 Lonely ≤ 12 Angry ≤ 12	Afraid ≤ 8 Lonely ≤ 11 Angry ≤ 11	Afraid ≤ 8 Lonely ≤ 11 Angry ≤ 11	Afraid ≤ 7 Lonely ≤ 10 Angry ≤ 10
		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

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		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
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ACTION PLAN FOR STRATEGY #1: Improve understanding of students' social-emotional needs.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Annual training of staff in PBIS strategies	2018-2023	PBIS Leader	\$0.00	N/A	Observations
2. Annual training of students in PBIS expectations	2018-2023	PBIS Leader	\$0.00	N/A	Observations
3. Student recognition	2018-2023	Dr. Mark Adams	\$0.00	N/A	Posting of winners
4. Support of a Title I behavior coach	2018-2023	Title I Facilitator	\$61,000.00	Title I	Log of intervention/schedule