

East North Street Academy of Mathematics and Science



Dr. Dawn Hooker, Principal
Mr. Cory Terry, Assistant Principal

Greenville County Schools

Dr. Burke Royster, Superintendent

School Renewal Plan for:
2012-13 through 2017-2018

Updated for 2016

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (one year)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

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

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Elena Tropp		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Dawn Hooker	<i>Dawn M Hooker</i>	3/24/16
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Diane Davis	<i>Diane Davis</i>	3-24-16
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 1720 East North Street Greenville, SC 29607

SCHOOL'S TELEPHONE: (864) 355-2900 _____

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

Stakeholder Involvement

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

<i>POSITION</i>	<i>NAME</i>
1. PRINCIPAL	Dr. Dawn Hooker
2. TEACHER	Mrs. Susan Florence
3. PARENT/GUARDIAN	Mrs. Brandy Bishop
4. COMMUNITY MEMBER	
5. SCHOOL IMPROVEMENT COUNCIL	Ms. Elena Tropp
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

**All teachers included in the process.
Reviewed by SIC and PTA Board**

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.



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).



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).



Parent Involvement

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.



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*.



Technology

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

N/A

Innovation

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.



Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.



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).



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.



Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.



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.



Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.



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

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.

EAST NORTH STREET ACADEMY OF MATHEMATICS AND SCIENCE

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Introduction

During the 2015-2016 school year, East North Street Academy of Science and Mathematics updated the School Improvement Plan using the South Carolina State Department guidelines. The plan includes Student Achievement, Teacher/Administrator Quality, and School Climate. We also included our plan for Read to Succeed as required by the South Carolina State Department of Education and the Greenville County School District. Our Faculty Council and Vertical teams updated the various sections of the Strategic Plan. East North Street Academy (ENSA) of Mathematics and Science is a city school in Greenville, South Carolina. ENSA serves students in 4 year-old kindergarten through grade five. The facilities at ENSA consist of 60 classrooms, a multipurpose room, gymnasium, library, computer lab, 2 laptop labs, 2 portable laptop carts, math lab, reading Lab, and 2 science labs. The school day begins at 8:00am and ends at 2:30pm. Our school provides an after school program for working families.

Faculty Council	Math/Technology	ELA	Science	Social Studies
Action Plan/ Perceptions	School Profile	Vision, Mission, and Beliefs	Magnet Program	Data Analysis
Dawn Hooker	Katie McCall	Blair Hardin	Jennifer Brown	Jaclyn Decker
Cory Terry	Alyssa Dickinson	Joanna Potter	Rita Terry	Karen Rigney
Rita Terry	Melissa Hull	Pam Baldwin	Karen Rigney	April Henderson
Beth Whalen	Erin Daniel	Sandra Grier	Erin Daniel	Josh Baldwin
Brandy Bishop	Kara Garrison	Candice Wright	Josh Baldwin	David Field
Angela Johnson	Marian Magee	Ida Stewart	Michelle Monroe	Dana Kindelmann
Kristen Alewine	Michelle Monroe		Janie Sutton	
Stephanie Duncan	Ida Gamble		Lauren Runion	
Lauren Runion			Pamela Bagwell	
Debbie Zachary			Kurt Blocher	
Susan Florence			Shana Grooms	
Scott Drew			Lauren Hatch	
Venessa Norman			Alana Gray	
Deb VanderVeer			Simone Walter	
Joyce Joy				
Jennifer Brown				

Executive Summary

Needs Assessment for Student Achievement:

SCPASS Science:

- Students scoring Exemplary continued to rise until 2015 when a dramatic drop occurred.
- Students scoring Met dropped in 2014 but came up significantly in 2015
- Students scoring Not Met continue to rise since 2013

SCPASS Social Studies:

- Students scoring Exemplary continue to rise
- Students scoring Met continue to decline
- Students scoring Not Met continue to decline

Measures of Academic Progress:

- Less than 50% of students in grades 2-5 are making their target RIT in math and/or reading

Needs Assessment for Teacher and Administrator Quality:

- Need more staff development after school hours
- Need more staff development on Balanced Literacy components
- Need more staff development on best practices in teaching mathematics
- Need more staff development on integrating math and literacy
- Need more staff development on integrating science and literacy

Needs Assessment for School Climate:

Students

- Classes are not challenging 23.5% agree
- Students are not using computers to help them learn 31.4% disagree
- Staff/teacher moral is high 45.7% disagree

Staff

- Moral is high among the staff 45.7% disagree
- Parents volunteer in the school and classroom 48.5% disagree
- The school has sufficient computers for instruction 45.7% disagree

Parents

- Teachers contact me to tell me good things about my student 45.7% disagree
- School activities are scheduled when I can attend 29.2% disagree
- My school makes changes based on what parents say 20.9% disagree

School's Significant Challenges from the Past Three Years:

- Transient Population—24%
- Maintaining Magnet Enrollment—25%
- 24% of our students are categorized as ESOL
- Rising Disabled Population—16%
- Increasing our Gifted and Talented Population—12%
- Increasing students who meet their target RIT on MAP Math and Reading
- New administration for 2015-2016
- Instructional Coach resigned in October, 2015
- Staff turnover during school year, 2015

School's Significant Accomplishments over the Past 3 Years:

- Maintaining an A on the State Report Card
- Red Carpet Award for 2nd time
- Gold Award for Academic Excellence
- Silver Award for Closing the Achievement Gap (2 years)
- State Winners at Odyssey of the Mind Competition
- \$5,000 Lowe's Grant
- \$1,500 South Carolina Department of Education for Recycling
- Partnership with Clemson University for integration of CCS into Mathematics (Professional Development)
- Partnership with Roper Mountain Science Center for an after school program (Xplorer's Club) 5 days per week for underachieving students
- 66.6% of 4th and 5th grade students scored Met and Exemplary on SCPASS Science
- 78.6% of 4th and 5th grade students scored Met and Exemplary on SCPASS Social Studies
- Student and staff attendance stays above 94%

School Profile

East North Street Elementary opened its doors in 1956 in the midst of the best neighborhood in Greenville. It was built to provide relief for Laurel School where most of the students living in this area were being bused. Much of Greenville was still clustered around textile mills. In the fall of 1997, East North Street Elementary established "Academy" identity as a mathematics and science magnet to address issues of declining enrollment, achievement, and increasing minority isolation. The magnet enrollment in 1997 at our school started with 17 students. Magnet enrollment today totals 167 students. Today's total school population is approximately 675 students. Our district's magnet model includes the goal of desegregating urban and suburban, white and minority, and poor and wealthy.

Our mission at East North Street Academy (ENSA) is to develop a foundation on which students become lifelong learners by providing comprehensive quality instruction in a safe and nurturing environment with input and support of parents, community, and school personnel. Enthusiasm and an attitude that students will be successful are two of the most important student attributes that are constantly encouraged.

In August of 2001, East North Street Academy moved into a new 105,000 square foot facility on 24 acres, wired for the latest advancements in technology. We once housed the district ESOL program but ESOL students were reassigned to their homebased school for the 2003-04 school year. Because of reassignment, the ESOL student population at our school has grown each year.

ENSA provides a comprehensive and challenging curriculum to all students. Our curriculum is based on the South Carolina State Standards for all content areas. Students are instructed in Reading, Language, Spelling, Math, Science/Health and Social Studies. Students receive instruction from the guidance counselor and the media specialist. Students also receive instruction in Art, Music and Physical Education each week. A Math Coach and a Reading Coach use software in computer labs to provide remediation and enrichment. A certified science lab instructor provides weekly hands on science instruction in a lab setting for all students.

State and district curriculum standards are in place for all subjects. Teachers prepare a course syllabus that outlines these standards and the timeline for teaching them, textbooks and other resources used in the classroom, grading policies, homework practices, and classroom management plans. Syllabi are shared with all parents at our PTA Open House in early September. Parents who do not attend can reference the syllabus on-line or request a hard copy. Each teacher maintains a web-site which includes the syllabus, weekly classroom updates, and teacher e-mail. Subject matter and courses are reviewed on a regular basis both within the grade level and from one grade level to the next through vertical articulation. All our instructional activities are accurately aligned with curriculum standards in order to prepare all of our students for the next grade level.

East North Street Academy is always working to provide our students with the most current technology and a wealth of experiences. We currently have the following programs and educational materials for student use:

- 2 – 15 cart portable computer labs (rolling wireless carts)
- 2 Teaching Science Labs (1 Primary, 1 Intermediate)
- 2 In-computing Labs with 3 hosts; each host has 9 clients – Utilized by Math Coach & Reading Coach

- 2 Laptop Labs: 1 Primary and 1 Intermediate
- 96 Latitude 10s spread from 5K to 5th grade
- Xplorer's Club, After School Intervention Program for Math & Science with Roper Mtn.
- After School Program for Odyssey of the Mind (grades 3rd – 5th) – STEAM International Program
- After School Program on ENSA campus
- Bob Jones University Tutors
- Compass Learning Technology (also available at home)
- ELA and Math Labs
- Exceptional Business Education Partnerships
- Full Time RTI Interventionist
- Gifted and Talented Program
- iPads in every classroom
- Magnet for Math & Science
- Math & Reading Specialist
- Math Competitions for Grades 3, 4, and 5
- Michelin Challenge Education Partner with Michelin North America Headquarters
- Part Time Math Interventionist
- PBIS School Store
- Positive Behavior Intervention School (PBIS)
- Promethean Boards in every Classroom
- PTA Events: Spring Magnet Mania, Family Fun Nights, Parent Workshops
- Quarterly PRIDE Awards Program
- Safety Patrols
- Science and Math Integration across the Curriculum with Quarterly Rotations
- Student Council
- Math Club Sponsored by Michelin
- Junior Achievement
- Fountas & Pinnell Balanced Literacy Program in place
- Professional Learning Communities: Horizontal Teacher Teams; Vertical Teacher Teams; Faculty Council
- Outdoor Classroom: Greenhouse; Gardens; Fruit Tree Orchard

East North Street Academy Attendance Area

Students at ENSA are mostly from middle class and lower middle class neighborhoods. Our poverty index is 100% and our FARMS population hovers around the 80%.

Current Enrollment

Enrollment for 2015-2016 by grade levels is as follows:

4K	5K	First	Second	Third	Fourth	Fifth	SE Self-Contained	Total
44	103	96	112	114	88	83	36	675

Mission, Vision, Beliefs

ENSA: Where Excellence Is Expected!

Our school staff annually evaluates our mission, vision, and beliefs. It is very important that these statements reflect the values and beliefs of our staff members. The mission, vision, and belief statements are communicated through whole faculty meetings, small group meetings, Monday memos, horizontal planning, vertical planning, and our website.

Purpose Statement: The purpose of East North Street Academy of Mathematics and Science is to offer a strong academic program that is standards based, integrated across the curriculum, and spiraled. The curriculum is enhanced by an emphasis on math and science as well as character development and technology.

Mission Statement

Our mission is to establish high quality instruction and assessments that are aligned with state standards through: Research-based curriculum; competent teachers; and school and community support.

Shared Vision

A safe, inviting, student-centered environment
Top quality instruction for every child
Opportunities that promote life-long learning
Math and science integrated curriculum

School Personnel

Our Leaders

Dr. Dawn Hooker

Our school principal, Dr. Dawn Hooker, received her Bachelor of Arts degree in Elementary Education from North Greenville University. She also has Masters of Education degrees from Clemson University in Elementary Education and Reading. She received her Ph.D. in Leadership and Administration from the University of South Carolina.

This is Dr. Hooker's first year as our principal at ENSA. Prior to coming to our school, she served as a classroom teacher, Instructional Coach/Literacy Specialist, and Assistant Principal.

Dr. Hooker can best be described as a collaborative leader. She demonstrates her leadership style on a daily basis as she works in every area of our school. She meets often with teachers, parents, and community members to keep them informed of the happenings at East North Street Academy, but to also seek their input and involvement. Dr. Hooker also cares a great deal for all of the children she serves. She can be found in our halls, and classrooms spending her time directly with the children of our school. Finally, Dr. Hooker is a true instructional leader. She meets with her Instructional Leadership Team weekly, visits classrooms daily, and leads the faculty in ongoing professional development and school improvement efforts.

Dr. Hooker believes that all children deserve a comprehensive education, including academic rigor, extra-curricular opportunities, personality development, and opportunities to practice accepted social behavior in a safe environment. As a principal, she sees these components of education as her responsibility.

Mr. Cory Terry

East North Street's Assistant Principal is Cory Terry. Mr. Terry received his B.A. degree from Erskine College and attended Clemson University for graduate level work. At Clemson, Mr. Terry received his Master of Arts degree and then his Educational Specialist degree in Secondary Administration. He is currently completing coursework for his elementary certification. Mr. Terry taught in the classroom for several years before moving into administration. He served as the Administrative Assistant at West Greenville Alternative School before coming to East North Street Academy in August, 2015. Because the role of the Assistant Principal includes the disciplining of students, Mrs. Griffin strives to support teachers in this area so that classrooms can be free from distractions that may impede learning for all. He is also a strong social studies educator and leads our Social Studies vertical team.

Instructional Staff

There are 118 staff members at East North Street Academy. The school is staffed with a principal, assistant principal, 66 teachers, a guidance counselor, science lab instructor, a Literacy Coach, Reading Coach, Math Coach, two Reading Interventionists, a math interventionist, a magnet coordinator, a Title I facilitator, and an instructional coach. The support staff includes 16 paraprofessionals, one nurse, two full-time office staff and one part-time office staff, a parent involvement coordinator and 3 hourly paid tutors, a media clerk, 7 cafeteria workers and 7 custodial staff. Our teacher retention rate is 83%,

East North Street Academy Experience 2015-2016

Number of Teachers	0-5	6-10	11-15	16-20	21-25	26-30	31+
56	13	5	11	7	5	8	7

East North Street Academy Staff Education

Education Level	BA/BS	BA/BS+15	Masters	Masters + 30	Educational Specialist	Doctorate
	20	4	21	8	1	2

Our Students

During the 1980's, the closing of Overbrook Elementary and the reassignment of the students to East North Street made a significant change in the ethnic diversity of our school. Today our school provides a population that is rich in diversity. African American, Caucasian and Hispanic ethnic groups are represented in the student enrollment at East North Street Academy. Over the past 5 years, the ethnic composition of our student body has remained relatively stable with the primary ethnic group being African-American. The Hispanic population remains slightly greater than the Caucasian. Our students with other ethnic backgrounds continues to grow with a dramatic jump from 2014-15 to 2015-16.

Ethnicity Percentages

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
White	18	21	22	21	23
African American	51	47	48	47	36
Hispanic	25	25	24	24	24
Other	6	7	7	7	17

Socio-Economic Status

Patterns of change in the socio-economic status of the families in our community are reflected in the data documenting the large number of students who qualify for free or reduced lunch based on family income. The percentages have gradually increased over the past four years with a slight increase from 2014-15 to 2015-16.

2012-2013	86%
2013-2014	84%
2014-2015	83%
2015-2016	80%

Mobility Rate

The mobility rate of the families in our community is very high. As shown in the chart below, approximately one-third of East North Street's student population continues to be transient over the past five years. This pattern of high mobility affects not only the academic performance of our students, but the emotional and social stability as well. Many of our children do not have the benefit of growing up with their schoolmates. These community patterns are in sharp contrast to the original student population served by East North Street Elementary. The community has changed from a relatively stable population of rural families who were homeowners to a population with a high degree of transience. Our transiency rate is currently 24%.

Because of the issues of parent employment and lack of transportation, it is a challenge for many of our students' family members to be involved during the school day to volunteer or to attend teacher conferences. Despite these difficulties, the PTA continues to provide financial and volunteer support to the school and remains a vital link to our families.

Many efforts are being made by our Title I Facilitator, Parent Involvement Coordinator, our School Improvement Council, and our PTA to involve our parents. Parent trainings are offered during morning and evening hours to accommodate work schedules. Food is provided for many family academic activities. Phone messages, flyers, car circle signs, class newsletters, and the school marquee are utilized to advertise school functions.

Student Population Data

2012-2013	653
2013-2014	668
2014-2015	667
2015-2016	679

Student Council

The student council of East North Street Academy is comprised of one student from each homeroom class in grades three through five. The student council members are selected by their peers based on evidence of having good leadership skills, exemplifying PBIS expectations, and being an overall good role model for other students. There are currently 15 students serving on student council this year. The student council is responsible for organizing projects that allow our student body to give back to the community. One major responsibility of the council is to organize the recycling program at the

school. ENSA recycles paper, plastic, and aluminum. Each week the student council members come around on Thursday morning and collect the recycling from all classrooms and offices in the building.

This year student council has also partnered with the Ronald McDonald House with the Pop Tab program. Students are asked to bring in the aluminum pop tabs and collect them in individual houses. As the tabs are collected they are turned in to the Ronald McDonald House and the charity is able to give money to assist families in need. The Pop Tab program is a great way to show our students that even little things can make a great difference.

In October, Student Council also organized the school's participation in Socktober. This is a sock drive created by Kid President and the Soul Pancake foundation. The students and faculty were asked to bring in socks for all ages that would then be donated to a local shelter to assist families in need. Along the same lines this winter, Student Council adopted a family in need within the school. They asked that each grade level bring items to support a different area within the house for the family. For example, fourth grade students were assigned the bathroom; therefore, fourth grade students brought in towels, washcloths, body wash, shampoo, etc. for the family in need.

Finally, this spring Student Council organized a "Rotten Egg Challenge" to raise money for the Leukemia and Lymphoma Society. Students were able to bring in 50 cents to "throw" a plastic egg at a classroom. Students then had to pay \$1.00 to get the plastic egg out of their box. The class who raised the most money and had the fewest eggs in their basket at the end of the two week challenge won a class pizza party. This was a huge success for the school and for the Society. The school was able to raise close to \$1,000 for the Leukemia and Lymphoma Society Council.

Magnet Program

East North Street Academy established the magnet program in 1997 with a focus on math and science. This focus is carefully integrated into all areas of core instruction. Informational text is used to develop vocabulary and content in math and science through reading instruction at each grade level. Interactive notebooks are used to support writing instruction and dialogue about science and math content. Through applied principles of math and science, students participate in hands-on activities in both lab and classroom settings.

Instruction is supported and enriched with such resources as geologists from Vulcan Materials, engineers from Michelin, Master Gardeners from Clemson Extension, and cardiologists from the Greenville Hospital System , just to name a few. Outdoor classroom and garden spaces are used to support project based learning initiatives across grade levels, as students learn about plants, natural resources and environmental education. Partnerships with the Greenville Zoo and Greenville County Animal Care support instruction about animals, as they join together to help students make connections using information about classifications of animals in kindergarten with animal habitats in

second grade. Advanced technology is used to support students in first and fourth grade as they take virtual fieldtrips to the Science Museum in Louisiana to learn about phases of the moon and the features of the night sky. Artists in Residence support the science of sounds and mathematical patterns with short programs for students in 4K – 5th grade, and a weeklong residency for fourth grade students. The arts are further integrated into the curriculum with a project - based learning unit written by our teachers for our summer school, integrating math concepts with drama, music and visual arts.

The magnet program was designed to create an educational environment that responds to student interests, celebrates cultural and ethnic diversity, and foster student achievement. Over the past three years the magnet population at East North Street Academy has grown to 164 students choosing to travel and attend our school as magnet students.

East North Street is fortunate to receive federal funding in addition to state and district funding. With this funding ENSA is able to reduce class size at each grade level, increase technology and materials in each classroom, provide additional school and district staff to accelerate student learning, and provide professional development opportunities to its staff in order to stay on the cutting edge of best practices in education. It also funds ENSA's project based summer school, which students love! And, the students love sharing their summer culminating project with the community whether it is a piece of art work or a dramatic piece to be performed.

Keeping in mind that it truly takes a village to raise a child, ENSA strives to involve our parents and community in our educational endeavors. Federal funding combined with other funding sources allows us to offer monthly parent trainings and quarterly community events. These events allow our students and teachers to showcase their many talents. The events also allow the parents and community to experience our successes and see ways in which they can become involved in enriching our students' lives.

Balanced Literacy/RTI

East North Street Academy believes that all students should have an opportunity to learn and grow. We have a balanced literacy program in place that ensures that all students have an opportunity to learn to read and write with grade level competency. Students who are experiencing difficulty are provided small group intensive intervention with a certified teacher. (Response to Intervention or RTI).

Read to Succeed

In June 2014, the South Carolina General Assembly passed Act 284 (Read to Succeed), excerpted in Appendix D, as a monumental step toward closing the state's achievement gap and increasing opportunities for all students in South Carolina. The goal of Read to Succeed is to ensure all students graduate from high school with the reading and writing skills they need to be college- and career-ready. Read to Succeed legislation is ground-breaking for South Carolina because it is comprehensive, systematic, and affects every educator and student in the state through eight components:

1. State, district, and school reading plans
2. Focus on third grade progression
3. Summer reading camps
4. Provision of reading interventions
5. Requirements for in-service educator endorsements
6. Early learning and literacy development
7. Teacher preparation
8. Reading coaches

East North Street Academy is creating a school reading plan to align with the district and state reading plans.

Special Education

East North Street Academy currently serves ninety-nine students in both a self-contained and resource environment. ENSA has five contained special education classes that serve 36 students. We also have two resource teachers. East North Street Academy has a related arts team from Washington Center who come one day a week to provide related arts to our self-contained students.

Gifted and Talented Program

East North Street Academy has a gifted and talented program (Challenge) for identified students. During the 2015-2016 school year there are 36 students in grades 3-5 enrolled in the pull-out program which serves students identified by their test scores as gifted and talented. Third grade students spend 125 minutes with the Challenge teacher and fourth and fifth grade students spend 200 with her per week.

English Second Language Program

East North Street Academy enjoys a student population rich in varied languages and cultures. Currently we have one full-time and one part-time teachers who serve 127 students in our ESOL program. We also have several classroom teachers with ESOL certification.

Parents and Community Business Partners

East North Street Academy has a very active PTA. The parents act as mentors for students, serve as room mothers, or assist the teachers with instructional needs. Many volunteers are members of committees such as grounds maintenance and beautification, ways and means, hospitality and others. The PTA budget is used to fund various school projects.

East North Street Academy enjoys the eager support of its parents and community volunteers. For the past several years. The PTA and community volunteers organize fund-raising programs as well as many service programs for our school. These volunteers are very valuable resources for our students and teachers, working with students, assisting teachers, and helping in the office.

The School Improvement Council is actively involved at ENSA. This group is composed of parents, community volunteers, teacher representatives, and school administrators.

East North Street Academy enjoys a very active relationship with Michelin North America, Inc. They provide tutors and financial support through field trips and Artist in Residence programs.

Student Achievement Data

ITBS:

	2012-2013	2013-2014	2014-2015	2015-2016
Reading	58	60	62	60
Mathematics	35	37	57	44

- Second grade student scores in reading remain constant
- Second grade student scores in math increased dramatically in 2014-2015 and dropped 13% in 2015-2016.

PASS Science

- Students scoring Exemplary continued to rise until 2015 when a dramatic drop occurred.
- Students scoring Met dropped in 2014 but came up significantly in 2015
- Students scoring Not Met continue to rise since 2013

	2012	2013	2014	2015
Exemplary	16.6%	19.3%	22.4%	13.8%
Met	53%	56.0%	46.0%	52.8%
Not Met	30.5%	24.7%	31.7%	33.3%

PASS Social Studies

- Students scoring Exemplary continue to rise
- Students scoring Met continue to decline
- Students scoring Not Met continue to decline

	2012	2013	2014	2015
Exemplary	19.8%	22.6%	27.8%	32.1%
Met	51.9%	50.6%	48.5%	46.5%
Not Met	28.4%	26.8%	23.7%	21.4%

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by SC Ready.

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

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

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

Baseline data to be established in 2015-16.

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in reading each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by SC READY.

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

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

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

Baseline data to be established in 2015-16.

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by SC READY.

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

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

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

Baseline data to be established in 2015-16.

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

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

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

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

% Tested ELA – School	<i>Baseline 2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			

Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested ELA – District Grades 3-5	<i>Baseline 2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested Math – School	<i>Baseline 2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested Math – District – Grades 3-5	<i>Baseline 2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance	*			
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	<i>Baseline 2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X			
School Actual	66.6			
District Projected	X			
District Actual	72.9			

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

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

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

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

	<i>Baseline 2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X			
School Actual	78.6			
District Projected	X			
District Actual	81.2			

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

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

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile	62 nd percentile		

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile	51 st percentile		

Fall 2014 students began taking a new form of the ITBS

<u>STRATEGY</u> Activity	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<i>Indicators of Implementation</i>
1. Disaggregate test data to determine strengths and needs in instruction	Ongoing 2016-2017	Administrators Teachers Instructional Coaches Title I Facilitator	None	None	Charts Graphs Meeting Minutes
2. Team meetings to discuss curriculum and instruction within grade levels and across grade levels and departments	Ongoing 2016-2017	Administrators Grade Level Chairs Instructional Coaches	None	None	Grade Level Minutes Vertical Team Minutes Faculty Council Minutes Leadership Team Minutes
3. Provide additional instructional support to students in grades K-5 through the RTI program	Ongoing 2016-2017	Administrators Teachers Instructional Coaches Literacy Coach RTI Teachers	Funding for RTI teachers	District Funds Title I Funds	Quarterly RTI Reports
4. Provide support for teachers to utilize Rubicon in lesson planning	Ongoing 2016-2017	Administrators Teachers IC's District Level Consultants Title I Math and Reading Consultants	None	None	Professional Development Calendar Workshop Portal Attendance Sheets
5. Provide continued professional	Ongoing 2016-2017	Administrators Instructional Coaches	None	None	Professional Development Calendar

development in Balanced Literacy		District ELA Consultants			Workshop Portal Attendance Sheets
6. Utilize software to enhance instruction at school and continue learning at home	Ongoing 2016-2017	Administrators Title I Facilitator Instructional Coaches Teachers	\$10,000	Title I Funds Local Funds District Funds	Usage and Progress Reports
7. Recognize academic excellence and improvement in writing for all grade levels	Quarterly 2016-2017	Administration Interventionist	\$500	Local Funds	List of Awards
8. Use science and math leveled readers during guided reading instruction to enhance the learning in math and science	Weekly 2016-2017	Administration Instructional Coaches Teachers Magnet Coordinator	\$5000	Title I Funds Magnet Funds Local Funds	Lesson Plans Vertical Team Minutes
9. Provide professional development on best practices in math	Ongoing 2016-2017	Administration Instructional Coaches Magnet Coordinator Title I Math Coordinator			Professional Development Calendar Attendance from PD Portal
10. Utilize the science lab for hands-on extension of grade level content	Ongoing 2016-2017	Administration Magnet Coordinator Science Lab Instructor	None	None	Science Lab lesson plans
11. Testing coordinator will ensure all eligible students are tested on all required evaluation instruments.	Ongoing 2016- 2017	Administrators Testing Coordinators	None	None	Records of students tested

PROFESSIONAL DEVELOPMENT

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Provide professional development to ensure each certified staff member is highly qualified.

ANNUAL OBJECTIVE: Provide quality staff development to meet the needs of a varied staff

DATA SOURCE(S): In-service reports; list of highly qualified certified staff members; copies of current teaching certificates

	Baseline 2011-12	Planning Year 2012-13	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Projected	x	x	100%	100%	100%	100%	100%
Actual	100%	100%	100%	100%	100%		

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<i>Indicators of Implementation</i>
1. Conduct a staff book study	August-December, 2016	Administrators Instructional Coaches	\$1000	Local Funds	Portal PD Reports PD Calendar
2. Provide a workshop to discuss SCPASS and SCReady test data from spring 2016	August, 2016	Administrators	None	None	Copy of presentation PD Calendar
3. Provide software training for newly purchased software	August-September, 2016	Administrators Instructional Coaches Title I Facilitator Magnet Coordinator	None	None	PD Calendar Portal PD Attendance Sheets
4. Disaggregate MAP data from fall, winter, and spring testing	October, January, April 2016-2017	Administrators Instructional Coaches	None	None	Copies of data Portal PD attendance sheets
5. Provide professional development to strengthen literacy instruction	September-March 2016-2017	Administrators Instructional Coaches Title I ELA Consultant	None	None	PD Calendar Portal PD attendance sheets Copies of presentations
6. Provide technology staff development through Technology Thursdays	September-April 2016-2017	Administrators Instructional Coaches Title I Technology Facilitator	None	None	PD Calendar Portal PD attendance sheets

STUDENT ATTENDANCE

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

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.9	96.7	97.2	96.6			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

PARENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 87.5% in 2012 to 91.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.0 percentage point(s) annually parents who are satisfied with the learning environment.

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

	Baseline 2011-12	Planning Year 2012-13	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	<i>82.0</i>	<i>83.0</i>	<i>84.0</i>	<i>85.0</i>	<i>86.0</i>
School Actual	85.7	81.0	<i>84.1</i>	<i>91.5</i>			
District Projected	X	X	<i>89.0</i>	<i>89.5</i>	<i>90.0</i>	<i>90.5</i>	<i>91.0</i>
District Actual	88.0*	88.1	<i>88.1</i>	<i>89.8</i>			

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

STUDENT SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 82.5% in 2012 to 85.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.6 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #18

	Baseline 2011-12	Planning Year2012-13	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	83.1	83.7	84.3	84.9	85.5
School Actual	82.5	79.4	80.3	90.1			
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)			

TEACHER SATISFACTION – LEARNING ENV.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 87.5% in 2012 to 94.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.4 percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011-12	Planning Year 2012-13	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	88.9	90.3	91.7	93.1	94.5
School Actual	87.5	85.7	89.1	85.3			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 80.5% in 2012 to 95.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 3.0 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #18

	Baseline 2011-12	Planning Year 2012-13	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	83.5	86.5	89.5	92.5	95.5
School Actual	80.5	N/A	N/A	95.8			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7			

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

STUDENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 67.5% in 2012 to 93.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 5.2 percentage point(s) annually students who feel safe at school during the school day.

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

	Baseline 2011-12	Planning Year 2012-13	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	72.7	77.9	83.1	88.3	93.5
School Actual	67.5	N/A	N/A	87.7			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

TEACHER SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 92.0% in 2012 to 98.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.3 percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #39

	Baseline 2011-12	Planning Year 2012-13	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
School Projected	X	X	93.3	94.6	95.9	97.2	98.5
School Actual	92.0	N/A	N/A	97.2			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

<u>STRATEGY</u>	<u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u> (act 135, academic assistance, categorical funding, Title II, etc.)	<u>Indicators of Implementation</u>
	Provide training programs for parents that support parenting skills, literacy skills, academic assistance, and instructional technology.	Sept-May 2016-2017	Title I Facilitator, Social Worker	5,000	Title I	Agendas, Sign-in sheets
	Provide Parent Resource materials and supplies to assist with homework and academic "make and take" aides.	Aug-June 2016-2017	Title I Facilitator, Social Worker Parent Involvement Coordinator	1,500	Title I	Agendas, Sign-in sheets
	Maintain a website to support knowledge and implementation of the standards and the school's vision.	Aug-June 2016-2017	Title I Facilitator, School Webmaster, Instructional Coaches	N/A	N/A	Copies of Websites
	Provide training and support for administrators and teachers in managing student behavior.	Aug-June 2016-2017	PBIS Leadership Team, District	N/A	N/A	PBIS Minutes, PBIS Excellence Buck Data
	Involve parents in the school's decision making process through surveys, PTA, SIC, and Title I committees.	Aug-June 2016-2017	Administration Title I Facilitator	900	Title I	Committee Rosters
	Provide opportunities for parents to volunteer at school and/or home.	Aug-June 2016-2017	Administration Teachers PTA SIC	N/A	N/A	Volunteer Sign-in sheet
	Strengthen collaboration with parents and the community to support student learning through parent compacts, newsletters, and calendars.	Aug-June 2016-2017	Administration Title I Facilitator, Classroom Teachers	1,500	Title I	Copies of signed compacts, classroom newsletters, master mailing list, postage

					receipts
Maintain a Parent Involvement Room and provide access to computers and printers for parents to utilize during and after school hours with their children for academic assistance.	Aug-June 2016-2017	Administration Title I Facilitator Parent Involvement Coordinator	2,000	Title I	Observations, Parent sign-in sheet
Provide a weekly parent communication folder	Aug-June 2016-2017	Administration Classroom Teachers Parent Involvement Coordinator	N/A	District	Observation, Signed Papers, Communication Log
Develop packets of academic support materials and test-taking strategies for parents and conduct parenting trainings to improve student achievement.	March 2017	Administration Classroom Teachers, Instructional Coaches, Guidance Counselor	3,000	Title I	Agendas, Sign-in sheets, Information Packets
Increase student attendance.	Aug-Jun 2016-2017	Administration Social Worker Teachers	N/A	District	Data Logs

Link to School Report Card:

<https://ed.sc.gov/assets/reportCards/2015/elem/c/e2301054.pdf>

Link to ESEA:

<http://ed.sc.gov/data/report-cards/federal-accountability/esea/2014/school/?SID=2301054>