

Robert E. Cashion Elementary School Strategic Plan 2018-2023



**Robert E Cashion Elementary School
1500 Fork Shoals Road
Greenville, South Carolina 29605
864-355-8000
Ryan Streetman, Principal
Greenville County Schools
Dr. Burke Royster, Superintendent**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Robert E. Cashion Elementary School

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

SCHOOL RENEWAL ANNUAL UPDATE FOR 2019-2020 (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		4/23/19
PRINTED NAME	SIGNATURE	DATE

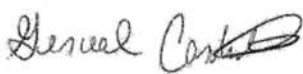
PRINCIPAL

Ryan Streetman		3/25/19
PRINTED NAME	SIGNATURE	DATE

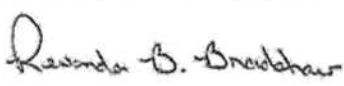
CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		4/23/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Geneal Cantrell		3/27/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Revonda Bradshaw		3/25/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 1500 Fork Shoals Road, Greenville SC 29605

SCHOOL TELEPHONE: (864) 355 - 8000

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

Executive Summary

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

Stakeholder Involvement Page

Position	Name
Principal	Ryan Streetman
Teacher	Nancy Purohit
Parent/Guardian	Lindsey Elsenhiemer
Community Member	Jackie Hudson
Paraprofessional	Debbie Cain
School Improvement Council Member	Brittany Jackson
Read to Succeed Reading Coach	Revonda Bradshaw
School Read to Succeed Literacy Leadership Team Lead	Jennifer Murphy
School Read to Succeed Literacy Leadership Team Member	Melissa Campbell

Assurances

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 checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<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 checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input 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

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

Teams

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

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

School Profile

School Community

Previously, Robert E. Cashion Elementary was known as East Gantt Elementary, which had operated as a kindergarten through fifth grade elementary school since the 1960's. After the 2002-2003 school year, Mr. Robert E. Cashion retired and a new school was built in a new location (approximately 4 miles away from the previous building). The new school was named after Mr. Cashion, the former principal of East Gantt.

Robert E. Cashion Elementary School is now a K4 through grade five public school built in 2003. It is located in southern Greenville County. Our school has made several contacts with the businesses within this community. Bonnie Brae Golf Course is approximately half a mile away from our school. Mauldin and Simpsonville are two heavily populated and fast growing communities within ten minutes of the school.

We have an active PTA program that helps make decisions on various levels. They support the school with their time, energy and finances. Parents are also an integral part of our volunteer program and serve as chaperones and room parents for classes.

The staff of Robert E. Cashion School believes that our community and students' families work in cooperation with our staff to help our children succeed. Our school has been fortunate in having community partners; however, we plan to increase involvement in the future through additional partnerships with local church groups and businesses. Robert E. Cashion parents and family members are encouraged to become involved in school activities through PTA membership. Volunteers currently support our school by assisting with and working in the media center, supporting classroom teachers, tutoring, chaperoning field trips, raising funds, and working in our school store.

Community members and business partners currently involved with our school are: 3-M Corporation, South Greenville Fire Department, Kiwanis Club, Farm Bureau, Greenville Evening Rotary Club, Publix, Relentless Church, Reedy Fork Greenville Church, Wendy's, and Papa John's. Robert E. Cashion also benefits from having mentors from 3M work with our students.

School Demographics

Student Population

A diverse population exists within our school which includes the following student breakdown: 359 African Americans, 3 Asian, 106 Hispanics, 194 Whites, 5 American Indian, and 34 students of two or more races. There are 359 females and 342 males with a total student population of 701 students. Seventy-one percent of our students qualify for free or reduced meals. The remaining population falls into the low to middle socioeconomic categories.

Enrollment Based on Gender	
Male	Female
342	359

School Year	Enrollment
2012-2013	678
2013-2014	712
2014-2015	693

2015-2016	669
2016-2017	694
2017-2018	683
2018-2019	701

Student Group	Enrollment	Percentage	
African American	356	51%	
American Indian or Alaska Native	3	<.01 %	
Caucasian	188	27%	
Hispanic	96	14%	
Two or More Races	39	.5%	
Free Meals	415	61%	Total 71%
Reduced Meals	70	10%	

School Staff

School Leaders

Principal - Ryan Streetman



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

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

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

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

Assistant Principal – April Frederiksen



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

This is Mrs. Frederiksen's seventh year as Assistant Principal at Robert E. Cashion Elementary School. Previously, she served as Assistant Principal at Gateway Elementary for four years and Administrative Assistant at Slater-Marietta Elementary School for two years. Before becoming an administrator, Mrs. Frederiksen taught in Greenville County in grades 1, 3, 4 and 5.

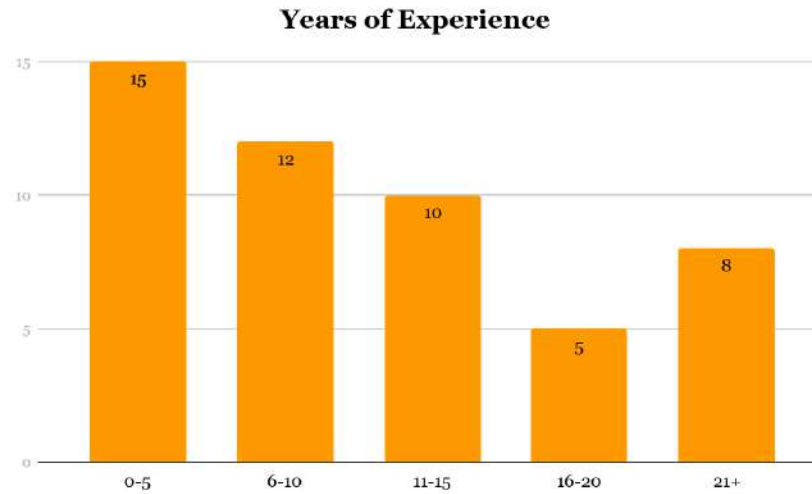
Mrs. Frederiksen is a trained ADEPT and PAS-T evaluator. She also has been trained in other initiatives such as Baldrige/Quality Tools, Pat Cunningham's Four Blocks, Fountas and Pinnell, Learning Focused, Positive Behavior Intervention System (PBIS), and differentiated instruction. She participated in Greenville County's Assistant Principal Institute (API) for prospective principals as well as the Developing Aspiring Principal's Program (DAPP) offered by the South Carolina State Department of Education.

It is Mrs. Frederiksen's intention to bring her experience and knowledge to Robert E. Cashion Elementary in order to affect children directly as well as indirectly. She has a deep passion for helping children and teachers. It is her desire to instill the love of learning into every person she encounters.

School Personnel Data

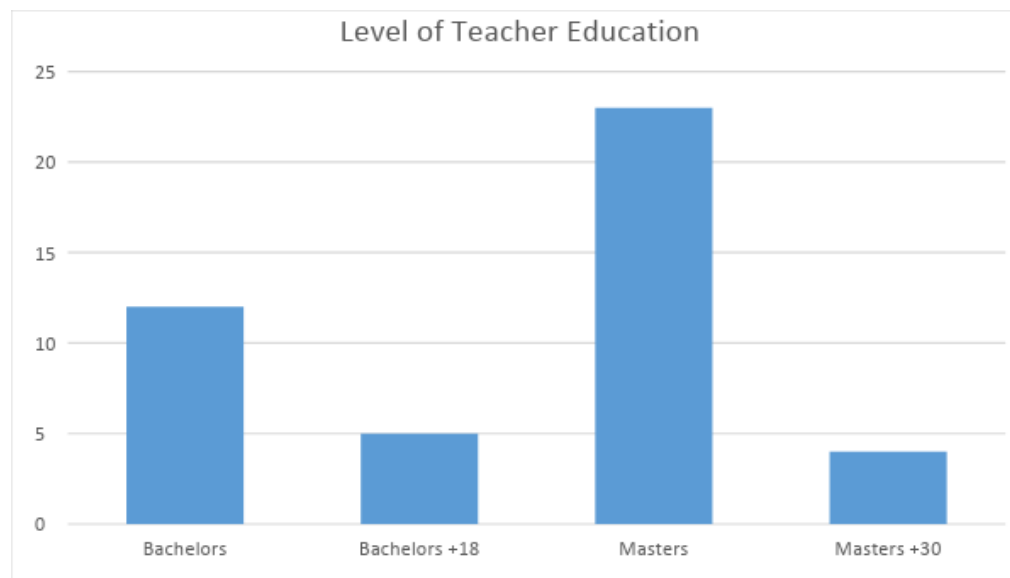
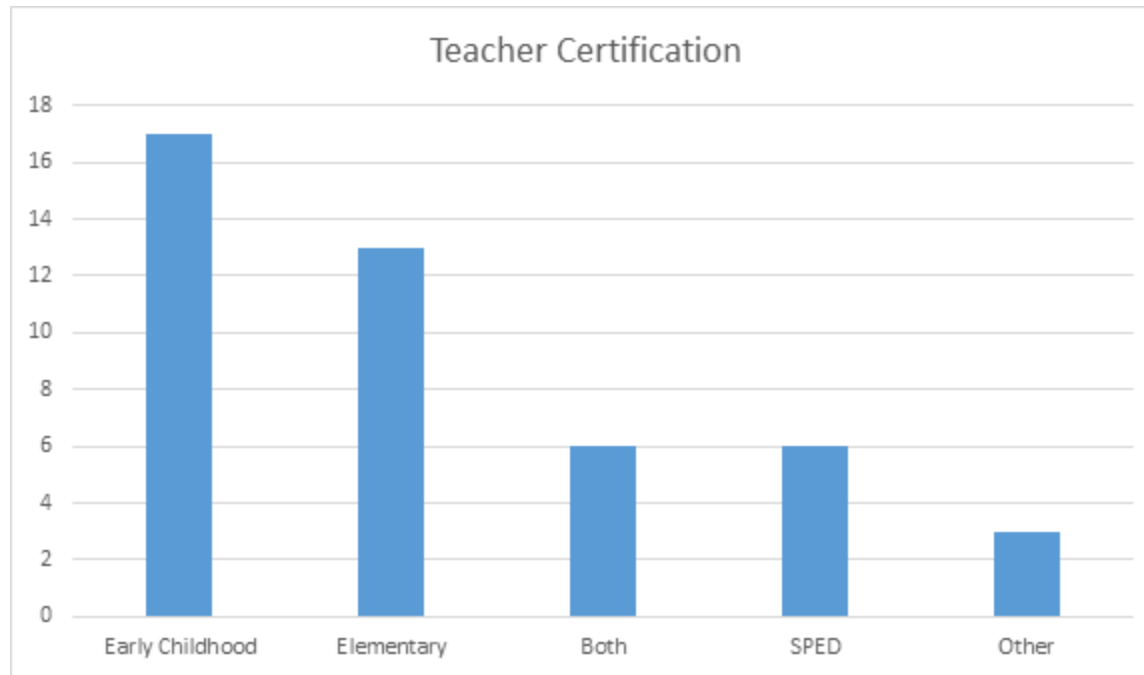
Robert E. Cashion has 32 regular education teachers, 5.4 special education teacher, 4.6 related arts teachers, 7.8 support staff, 8 paraprofessionals, 2 administrators, a nurse, a plant engineer, 5 custodians, and 6 food service workers. Our faculty holds 20 advanced degrees and 5 National Board Certified teachers. We also share three related arts teachers, an ESOL teacher, and a Challenge teacher with other schools. Other support personnel available to assist at Robert E. Cashion Elementary include a Greenville Mental Health counselor, the district psychologist, and a social worker, a guidance counselor, media specialist, part-time writing teacher, a literacy coach, a Title I Facilitator, a Behavior Interventionist/Parent Volunteer Coordinator, and an instructional coach.

Teacher Experience



There are also two self-contained special education classes that serve our Multi-Categorical disabled students. Students with learning disabilities are served by one of our two and half resource teachers. We also have two speech therapists that serve students with language and articulation disabilities.

The student/teacher ratio is 22.2:1 in K5, 16.4:1 in 1st grade, 23.2:1 in 2nd grade, 21.8:1 in 3rd grade, 20:1 in 4th grade, and 25.4:1 in 5th grade. Of our 55 certified teachers in the building, 5% are African-American, 1 is Native Hawaiian, and 2% are Hispanic.



REC had an extensive Professional Development calendar for the 2017-2018 school year. Sessions were held as whole group, grade level teams, and individual. Sessions were mandatory and optional. Professional Development activities were determined by looking at student achievement data, teacher observations, and teacher input.

Staff development activities for the 2017-2018 school year included Fountas and Pinnell balanced literacy refresher sessions, Google Sites webpage design, grade level planning to foster collaboration, data teams analyzing common assessments and Mastery Connect data, improving science instruction, and using available technology to increase student engagement. In the 2018-2019 school year, staff development included differentiated support for balanced literacy refresh, guided mathematics instruction, writing across the curriculum, and unit planning.

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

Student Support Services

School Counseling

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

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

Classroom Counseling

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

Small Group Counseling

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

Individual Counseling

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

Social Work Services

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

Mental Health Counseling

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

Early Act First Knight Program (EAFK)

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

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

Mentor Upstate

Robert E. Cashion Elementary School has a partnership with Mentor Upstate to provide a mentoring program for the students. Mentor Upstate assists by recruiting and training mentors, providing resources and support to mentors, and enlisting community involvement.

The mentors are employed by local businesses and industries and they volunteer to eat lunch with a student weekly as well as participate in other activities.

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

PTA

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

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

School Improvement Council

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

Student Activities

Cashion Step Team

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

Cashion Chorus

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

Change the F.O.C.U.S

Change the F.O.C.U.S is comprised of a group of 3rd and 4th grade boys to learn more about themselves and their development as young men, and to build a positive and supportive brotherhood within the school community. They are advised by our school's Behavior Interventionist. The group meets weekly for character education, and has a quote and word of the week that is focused on for growth. Students in the group have a F.O.C.U.S pledge, and wear dress shirts and ties each Wednesday. The goal of the Change the F.O.C.U.S group is to empower young men to have positive character in school, and in life.

BETA Club

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

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

I'm a Lady Group

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

Safety Patrol

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

Running Club

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

REC News Show

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

After School Program

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

Academic Programs

Special Education Model

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

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

Technology Support

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

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

August – SAMR Part 1
Sept – Google Classroom
Oct - Collaboration
Nov – Digital Tools and Assessments
Jan – Digital Engagement
Feb –Flipped Classroom
Mar –SAMR Part 2

Kindergarten and 1st grade will focus on Seesaw as a communication and content creation tool for the iPads, as well as content creation apps. Our Title I Technology Specialist will meet with these teams during grade level planning as well.

Balanced Literacy

We believe that balanced literacy is of central importance to our curriculum vision and goals. Teachers have received resources such as the Lucy Calkins Reading and Writing Units of Study, Jennifer Serravallo's Reading and Writing Strategies Books, Fountas and Pinnell Word Study Kits (in grades K-1, with the addition of 2nd grade in the 2019-2020 school year), Fountas and Pinnell Guided Reading Kits, Shared Reading Kits, and Mini Lesson Books. In each grade level, teachers implement the balanced literacy framework as shared through Greenville County Schools Academics Department. Students begin the year with "The First 20 Days", and learn about the workshop format for Reading and Writing Instruction. Teachers guide students to select just right books for reading, and to create lists of ideas for writing topics. Students are introduced to grade level high frequency words, and have daily interactive read aloud time in the classroom. In Writing Workshop, students receive concise, standards based mini lessons, and have independent work time to apply strategies and skills learned. During this time, teachers educate students in narrative, opinion, and informational writing, and meet with students in small groups and individual conferences. In Reading Workshop, students participate in mini lessons with standards based instruction in fiction, nonfiction, and inquiry. Students have time each day to independently apply reading skills, and meet with their teacher individually, in small strategy groups, or guided reading groups. Students are taught strategies for phonics and spelling patterns, handwriting, and typing skills.

During the 2017-2018, and 2018-2019 school year REC funded a part-time writing position in order to emphasize writing strategies to help students respond to text dependent analysis passages. This certified teacher is a related arts classroom for all students, and supports writing instruction on a bi-weekly basis. In this classroom, students are exposed to strategies and receive guided practice with responding to a text in all grade levels.

Response to Intervention

The goal of the Response to Intervention (RTI) program is to accelerate students' reading ability by increasing their skills in phonics, reading fluency, sight word recognition, and reading comprehension. The intent is for students to improve their reading skills, so that they

can access grade level material. Students are identified for the program through FASTbridge benchmark screenings in fall and winter. Students' Fountas and Pinnell levels, teacher recommendations, past participation in the RTI program, and Mastery Connect information are used in the decision-making process.

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

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

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

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

English for Speakers of Other Languages Program

The English for Speakers of Other Languages (ESOL) Program at Robert E. Cashion Elementary School began in August of 2005. There is currently one part time ESOL teacher serving 61 students who represent various nationalities such as Malaysia, Germany, Honduras, Guatemala, Ecuador, El Salvador, Mexico, Colombia, Dominican Republic and Puerto Rico. Teaching ESOL at Robert E. Cashion allows the teacher to help each LEP student make gains in their language acquisition through one-on-one and small group instruction through the ESOL pull out model, meeting with parents to discuss their child's progress, assisting the administration staff with Power School codes, keeping the student's cumulative records updated, testing of all new ESOL students' language acquisition level, collaborating with the student's teacher, arranging for volunteers to work with the students individually, providing teachers with resources to use in class with the LEP student, meeting a broad range of learning styles of the LEP students through strategies such as guided reading, writer's workshop, hands on manipulatives, internet, and making modifications where needed to insure the students' success in their regular classroom. Having an ESOL program at Robert E. Cashion Elementary has been vital in sustaining the progress and filling in the academic gaps of the LEP students. I have seen a tremendous growth in my LEP students, not only in their academic progress, but also their social and emotional well-being due to the opportunity for them to gain extra assistance in their language acquisition.

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

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

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

Gifted/Talented

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

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

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

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

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

Robert Cashion Elementary had 14 students in our trial placement program for the 2017-2018 school year.

Media Center

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

Year One: 2017-18 – Fiction (chapter books) grades 2-5 / Picture books

Year Two: 2018-19 – Picture books / 790s (sports)

Year Three: 2019-20 – 790s (sports) / 620s (vehicles)

Year Four: 2020-21 – 550-599 (plants and animals)

Year Five: 2021-22 - 500-549 (general science) / 636 (pets)

As our students continue learning that the library is a space where they can freely choose any book they like, our focus in 2017-2018 was on new fiction and high interest chapter books and picture books. Our goal is to update our collection to include the newest titles in popular

series, as well as purchasing entire series that are missing. We will continue to target a wide range of reading levels, so that lower grades can begin to explore and get excited about more complex chapter stories. Graphic novels will be included as needed. Beginning in 2018-2019, we will move into specific non-fiction areas of need, including outdated topics that need modernization, like sports and cars.

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

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

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

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

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

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

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

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

Read Your Way to the Big Game: Each year the Media Specialist works with a team of teachers to participate in the Read Your Way to the Big Game reading program. In the 2017-2018 school year, 221 students (31% student body participation) read six books to complete their reading log and were entered to win the grand prize (tickets to the Clemson/Carolina football game). The goal for the 2019-2019 school year is 100% participation.

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

Disaggregated Student Data

Percent of Students Scoring Met and Exceeds on
SCReady and SCPass

2015-2018

ELA SCReady	3rd		4th		5th		Overall	
	REC	GCS	REC	GCS	REC	GCS	REC	GCS
2016	35%	50%	40%	51%	29%	48%	36%	50%
2017	31%	51%	33%	51%	37%	48%	34%	50%
2018	43.7%	54.8%	45.5%	53.2%	30.8%	47.0%	39.9%	51%

Math SCReady	3rd		4th		5th		Overall	
	REC	GCS	REC	GCS	REC	GCS	REC	GCS
2016	43.6%	61%	50.4%	56%	37.2%	52%	44.7%	56.3%
2017	34.4%	61%	36.7%	56%	34.6%	52%	35.2%	56.3%
2018	46.6%	64.5%	39.5%	59.7%	38.4%	55.9%	44.9%	60%

Science SCPASS	4th Grade		5th Grade		4th and 5th	
	REC	GCS	REC	GCS	REC	GCS
2016	69.9%	71.4%	47.7%	71.7%	58.8%	71.6%
2017	35.8%	52.7%	45.7%	53.3%	40.8%	53.0%
2018	58.3%	55.0%	n/a	n/a	n/a	n/a

SS SCPASS	4th Grade		5th Grade		4th and 5th	
	REC	GCS	REC	GCS	REC	GCS
2016	86.8%	85.4%	53.5%	77.0%	70.2%	81.2%
2017	81.5%	85.8%	74.0%	79.1%	77.8%	82.4%
2018	n/a	n/a	60.9%	74.0%	n/a	n/a

Students Scoring Met and Exceeds on SC Ready

2017-2018

Race

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

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

Gender

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

- Females significantly outperform males in ELA
- Females and males performed exactly the same in math
- The Gap in Math is smaller from 2016 to 2017

Students with Disabilities

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

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

LEP Students

	All	Non-LEP	LEP	2017 Gap	2016 Gap
ELA	35	35	31	-4	-8
Math	39	39	38	-1	-13

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

**Percent of Students Scoring Met and Exceeds on SCPASS
2017-2018
Race**

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

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

Gender

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

- Both genders significantly outperform in Social Studies compared to Science
- Both genders performed at almost the same percentage in Science and Social Studies
- The Gap is closing in Science and has closed in Social Studies

Students with Disabilities

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

- Students without disabilities significantly outperformed students with disabilities in both Science and Social Studies
- The Gap in 2017 is significantly lower than the Gap in 2016

LEP Students

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

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

Professional Development Calendar

Robert E Cashion Elementary School

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

Faculty Meetings

Date	Focus
July 10-11	Faculty Council Summer Retreat
Aug. 7	1st 20 Days and New Teacher Orientation
Aug. 8	Literacy Training for KDG
Aug. 20	SAMR
Sept. 5	Focus Teams
Sept. 12	Faculty Council: Communication

Sept. 17	Phonics Kit Training (KDG and 1st Grade)
Sept. 19	Writing About Reading (session 1): TDA and SCREADY 17-18 Data Analysis
Sept 26	Google Classroom
Sept 26	Literacy Coaches-Curriculum Map and Literacy Framework
Oct. 3	Writing About Reading (session 2)
Oct. 10	Grade Level PD: Unit Planning
Oct. 17	Digital Collaboration
Oct. 16	Cog/AT ITBS Training (2nd grade)
Oct. 24	Faculty Council
Oct. 31	Writing About Reading (session 3)
TBD	Fountas and Pinnell Benchmark Training
Nov. 7	Digital Tools
Nov. 14	Focus Team Meeting
Nov. 28	Faculty Council
TBD	MAP Training (Dec 3-14 MAP Testing)
Dec. 5	Grade Level PD: Unit Planning
Dec. 12	Faculty Council
Jan. 9	Focus Team Meeting
Jan. 16	Faculty Council
Jan. 23	Digital Engagement
Jan 30	Flipped benchmarking PD

Feb. 6	Grade Level PD: Unit Planning
Feb. 13	Faculty Council
Feb. 20	Flipped Classroom
Feb 27	Elementary Mathematics
Mar. 6	Focus Team Meeting
Mar. 13	SAMR
Mar 20	Elementary Mathematics
Apr. 3	Grade Level PD: Unit Planning
Apr. 10	Faculty Council
Apr. 24	Elementary Mathematics
TBD	SCPASS and SCREADY Training
May 1	Focus Team Meeting
May 8	Faculty Council

Technology Meetings

Date	Focus
Aug. 20	SAMR Part 1
Sept 26	Google Classroom
Oct. 17	Digital Collaboration
Nov. 7	Digital Tools & Assessments
Jan. 23	Digital Engagement
Feb. 20	Flipped Classroom
Mar. 13	SAMR Part 2

Academic Specialists Meetings

Date	Focus
Sept. 17	Phonics Kit Training (KDG and 1st Grade)
Sept 26	Literacy Coaches-Curriculum Map and Literacy Framework
Oct. 3	Writing About Reading (session 2)
Oct. 31	Writing About Reading (session 3) Completed during Grade Level Meetings.
Feb 27	Elementary Mathematics-Guided Math
Mar. 20	Elementary Mathematics-Guided Math
Apr. 24	Elementary Mathematics-Guided Math

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 35 % in 2016-17 to 50 % in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 3 % annually.

DATA SOURCE(s):	AVERAGE BASELINE 2016-2017	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 35 (2016-17)	School Projected Elementary	38%	41%	44%	47%	50%
		School Actual Elementary 40					
SC READY ELA SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 49 (2016-17)	District Projected Elementary 52	52	55	58	61	64

		District Actual Elementary 52					
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ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Standards Based Common Assessments	8/19/19 – 6/7/2020	Melissa Campbell	\$0	N/A	Grade Level Meetings, Lesson Plans and Observations
2. Small Guided Reading Groups	8/19/19 – 6/7/2020	Melissa Campbell	\$0	N/A	Lesson Plans, Observations, Coaching Cycles
3. Balanced Literacy Implementation	8/19/19 – 6/7/2020	Melissa Campbell and Jennifer Murphy	\$0	N/A	Coaching Cycles, Professional Development, Observation

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 35 % in 2016-17 to 50 % in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3 % annually.

DATA SOURCE(s):	AVERAGE BASELINE 2016-2017	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 35%__ (2016-17)	School Projected Elementary 38	38	41	44	47	50
		School Actual Elementary 45					
SC READY Math SDE website and School Report Card	% Meets Expectations and Exceeds Expectations 54 (2016-17)	District Projected Elementary 57	57	60	63	66	69
		District Actual Elementary 60					

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
1. First In Math	8/19/19 – 6/7/2020	April Frederiksen	\$1500	Title I Transition Fund	Lesson Plans and Observation	
2. IXL	8/19/19 – 6/7/2020	Melissa Campbell	\$1500	Title I Transition Fund	Lesson Plans and Observation	

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Rigorous Instruction and Assessment	8/19/19 – 6/7/2020	Melissa Campbell	\$0	N/A	Lesson Plans, Observations, and Coaching Cycles

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

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

PERFORMANCE GOAL: 3 The percentage of students scoring Met and Exemplary 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 Met and Exemplary on SCPASS Science will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Science SCE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	61	64	67	70	73
		School Actual Elementary 58					

SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary 60					

ACTION PLAN FOR STRATEGY #1:						EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION	
1. Interactive Notebooks	8/19/19 – 6/7/2020	Melissa Campbell	\$0	N/A	Lesson Plans and Observations	
2. 0.5 Steam Teacher	8/19/19 – 6/7/2020	Brittany Jackson	\$30,000	Title I Transition Funds	Lesson Plans and Observations	
3. Rigorous Hands On Science Instruction	8/19/19 – 6/7/2020	Melissa Campbell	\$0	N/A	Lesson Plans and Observations	

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.)* (*required) <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 <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 4 The percentage of students scoring Met and Exemplary 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 Met and Exemplary on SCPASS Social Studies will increase by 3% annually.

DATA SOURCE(s):	AVERAGE BASELINE	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	School Projected Elementary	64	67	70	73	76
		School Actual Elementary 61					
SCPASS Social Studies SDE website and School Report Card	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary	81	84	87	90	93
		District Actual Elementary 78					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Rigorous Instruction and Assessment	8/19/19 – 6/7/2020	Melissa Campbell	\$0	N/A	Coaching Cycles, Plans, and Observations
2. Interactive SS Notebooks	8/19/19 – 6/7/2020	Melissa Campbell	\$0	N/A	Plans and Observations
3. SS Integration in Reading/Writing	8/19/19 – 6/7/2020	Melissa Campbell	\$2,000	Title I Transition Funds	Plans and Observations

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

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts, and Math (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 2016-2017	2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
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SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations 48 (2016-17) Annual Increase = 3%	School Projected Hispanic	51	54	57	60	63
SC READY ELA SDE Website		School Actual Hispanic 35					
SC READY ELA SDE Website	%Meets Expectations and Exceeds Expectations 33	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SDE Website		District Actual Hispanic 34					
SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations 27 (2016-17) Annual Increase = 3	School Projected AA	30	33	36	39	42
SC READY ELA SDE Website		School Actual AA 35					
SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations 22	District Projected AA 25	25	28	31	34	37
SC READY ELA SDE Website		District Actual AA 25					

SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations 3 (2016-17) Annual Increase = 3	School Projected SWD	6	9	12	15	18
SC READY ELA SDE Website		School Actual SWD 2					
SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26
SC READY ELA SDE Website		District Actual SWD 12					
SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations 31 (2016-17) Annual Increase = 3	School Projected LEP	34	37	40	43	46
SC READY ELA SDE Website		School Actual LEP 35					
SC READY ELA SDE Website	%Meets Expectations and Exceeds Expectations 32	District Projected LEP 35	35	38	41	44	47
SC READY ELA SDE Website		District Actual LEP 33					

SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations 31 (2016-17) Annual Increase = 3	School Projected SIP	34	37	40	43	46
SC READY ELA SDE Website		School Actual SIP 47					
SC READY ELA SDE Website	% Meets Expectations and Exceeds Expectations 35	District Projected SIP 38	38	41	44	47	50
SC READY ELA SDE Website		District Actual SIP 33					
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 53 (2016-17) Annual Increase = 3	School Projected Hispanic	56	59	62	65	68
SC READY Math SDE Website		School Actual Hispanic 46					
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 36	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SDE Website		District Actual Hispanic 42					

SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 29 (2016-17) Annual Increase = 3	School Projected AA	33	36	39	42	45
SC READY Math SDE Website		School Actual AA 37					
SC READY Math SDE Website	%Meets Expectations and Exceeds Expectations 24	District Projected AA 27	27	30	33	36	39
SC READY Math SDE Website		District Actual AA 28					
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 11 (2016-17) Annual Increase = 3	School Projected SWD	14	17	20	23	26
SC READY Math SDE Website		School Actual SWD 6					
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 15	District Projected SWD 18	18	21	24	27	30
SC READY Math SDE Website		District Actual SWD 16					

SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 38 (2016-17) Annual Increase = 3	School Projected LEP	41	44	47	50	53
SC READY Math SDE Website		School Actual LEP 38					
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 40	District Projected LEP	40	43	46	49	52
SC READY Math SDE Website		District Actual LEP 42					
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 32 (2016-17) Annual Increase = 3	School Projected SIP	36	39	42	45	48
SC READY Math SDE Website		School Actual SIP 44					
SC READY Math SDE Website	% Meets Expectations and Exceeds Expectations 33	District Projected SIP 36	36	39	42	45	48
SC READY Math SDE Website		District Actual SIP 38					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Family Learning Nights	8/19/19 – 6/7/2020	Brittany Jackson	\$1000	Title I Transition Funds	Agenda
2. Parent Workshops	8/19/19 – 6/7/2020	Nancy Purohit	\$250	General Funds	Agenda
3. Summer Learning Packets	8/19/19 – 6/7/2020	Brittany Jackson	\$2500	Title I Transition Funds	Purchase Order

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.)* (*required) <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 1 <i>Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> 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):		2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
Fountas and Pinnell	Criterion Reference Measure	School Projected					
		School Actual	Baseline will be established in Spring 2019				
Fastbridge	Norm Reference Measure	School Projected					
		School Actual	Baseline will be established in Spring 2019				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SCREAY ELA	School Projected		Grade 2 _45_% Grade 5 55%	Grade 2 47% Grade 5 57%	Grade 2 50% Grade 5 60%	Grade 2 _53% Grade 5 _63%
South Carolina MAP Linking Study-December 2016	2 nd grade criteria RIT=189 62 nd percentile 5 th grade criteria RIT=216 for 66 th percentile	School Actual	Grade 2 _43_% Grade 5 _53_%				
Fountas and Pinnell		District Projected					

		District Actual	Baseline will be established in Spring 2019				
Fastbridge		District Projected					
		District Actual	Baseline will be established in Spring 2019				
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SCREADY ELA	District Projected		Grade 2—38% or above Grade 5—34% or above	Grade 2—38% or above Grade 5—34% or above	Grade 2—38% or above Grade 5—34% or above	Grade 2—38% or above Grade 5—34% or above
South Carolina MAP Linking Study—December 2016	2 nd Grade criteria RIT=189 62 nd percentile 5 th grade criteria RIT=216 66 th percentile	District Actual	Grade 2—40% Grade 5—42%				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Literacy Training	8/20/18 – 6/7/19	Melissa Campbell	\$0	N/A	Agenda, Coaching Cycle
2. Literacy Coaching	8/20/18 – 6/7/19	Jennifer Murphy	\$0	N/A	Coaching Cycle Notes
3. Reading Intervention	8/20/18 – 6/7/19	Jennifer Murphy	\$0	General Fund	RTI Data

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
Employment report	Baseline will be established at the end of the 2018-2019 school year	School Projected		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-2019	District Projected		TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Promote REC to all candidates	8/19/19-6/7/2020	Ryan Streetman	\$0	N/A	Brochure
2. Shining Stars Event	2/2019	Ryan Streetman	\$0	N/A	Agenda
3. Use Lawson Global HR System	Anytime Hiring	Ryan Streetman	\$0	N/A	Interview logs

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-2017		2018-19	2019-20	2020-21	2021-22	2022-23
SDE School Report Card Survey	85.9%	School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		School Actual Students 85.9					
	97%	School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 97					
	94%	School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 95					
SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86					
	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

		District Actual Teachers 97					
	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Monitor and Adjust our Safety Plan	8/19/19-6/7/2020	April Frederiksen	\$0	N/A	Safety Plan
2. Behavior Interventionist	8/19/19-6/7/2020	Brittany Jackson	\$45,000	Title I Transition Funds	Discipline Data
3. Character Ed Program	8/19/19-6/7/2020	Nancy Purohit	\$0	N/A	Program Overview

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-2017		2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0.0%	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		School Actual 0					
	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0.0	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		School Actual 0					
	(2016-17) .04	District Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		District Actual .04					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Character Ed Program	8/19/19-6/7/2020	Nancy Purohit	\$0	N/A	Program Overview
2. Various Mentor Programs	8/19/19-6/7/2020	April Frederiksen	\$0	N/A	Agendas

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Behavior Interventionist	8/19/19-6/7/2020	Brittany Jackson	\$45,000	Title I Transition Funds	Discipline Data

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-2018	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	Baseline Established in 2017-2018	School Projected	90	90	90	90	90
		School Actual 92					

AdvancED Culture & Climate Surveys	Baseline established in 2017-2018	District Projected	90	90	90	90	90
		District Actual 89	90				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. On Track Initiative	8/19/19-6/7/2020	April Frederiksen	\$0	N/A	On Track Data
2. ACE Training	8/19/19-6/7/2020	Nancy Purohit	\$0	N/A	Agenda
3. Character Ed Program	8/19/19-6/7/2020	Nancy Purohit	\$0	N/A	Program Overview

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

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

PERFORMANCE GOAL: 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
	(2016-17) 95.48%	School Projected	95	95	95	95	95
180 th day Attendance Report		School Actual 95.72					
	(2016-17) 95	District Projected	95	95	95	95	95
180 th day Attendance Report		District Actual 95					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Attendance Celebrations	8/19/19-6/7/2020	Janon Myers	\$500	General Funds	Celebration Plans
2. Attendance Conferences	8/19/19-6/7/2020	Janon Myers	\$0	N/A	Conference Plan
3. On Track	8/19/19-6/7/2020	April Frederiksen	\$0	N/A	On Track Data

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	School Projected	Afraid ≤5 Lonely ≤9 Angry ≤7	Afraid ≤5 Lonely ≤9 Angry ≤7	Afraid ≤5 Lonely ≤8 Angry ≤6	Afraid ≤5 Lonely ≤8 Angry ≤6	Afraid ≤5 Lonely ≤7 Angry ≤5

		School Actual Afraid – 3% Lonely – 17% Angry – 13%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	Afraid – 5% Lonely – 10% Angry – 8%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Counseling Program	8/19/19-6/7/2020	Nancy Purohit	\$0	N/A	Program Overview
2. Behavior Interventionist	8/19/19-6/7/2020	Brittany Jackson	\$45,000	Title I Transition Funds	Discipline Data
3. Mental Health Counselor	8/19/19-6/7/2020	Piedmont Mental Health	\$0	N/A	Counselor Services