

**Thomas E. Kerns Elementary
Dr. Mark Adams, Principal**

**Greenville County Schools
W. Burke Royster, Superintendent**

**Scope of Action Plan
for Years 2018-19 through 2022-23**

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME:

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		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. MARK THOMAS ADAMS		3/26/19
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Victoria Childress		3/27/19
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Aimee Barrilleaux		3-26-19
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 6650 Frontage at White Horse Rd • Greenville, S.C. 29605

SCHOOL TELEPHONE: (864) 355-1300

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

Stakeholder Involvement for School Renewal

	<i>Position</i>	<i>Name</i>
1.	Principal _____	<u>Dr. Mark Adams</u>
2.	Teacher _____	<u>Tamera Ross</u>
3.	Parent/Guardian _____	<u>Ajana McClellan</u>
4.	Community Member _____	<u>Matrulene Johnson</u>
5.	Paraprofessional _____	<u>Katarina Reichardt</u>
6.	School Improvement Council Member _____	<u>Victoria Childress</u>
7.	Read to Succeed Reading Coach _____	<u>Aimee Barrilleaux</u>
8.	School Read To Succeed Literacy Leadership Team Lead _____	<u>Aimee Barrilleaux</u>
9.	School Read To Succeed Literacy Leadership Team Member _____	<u>Sara Aiken</u>

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

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

<u>POSITION</u>	<u>NAME</u>
<u>Title One Facilitator</u>	<u>Judy Hall</u>
<u>Instructional Coach</u>	<u>Ann Heatherly</u>
<u>Instructional Coach</u>	<u>Sara Aiken</u>
<u>Interventionist</u>	<u>Lorri Smith</u>
<u>Teacher</u>	<u>Kayla Caso</u>
<u>Teacher</u>	<u>Alicia Cely</u>
<u>Teacher</u>	<u>Erica Tate</u>
<u>Teacher</u>	<u>Lachelle Brown</u>
<u>Teacher</u>	<u>Erin Stewart</u>

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

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

<input type="radio"/> Yes <input type="radio"/> No <input checked="" 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 type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Recruitment The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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INTRODUCTION

to the Thomas E. Kerns Elementary School Portfolio

Our school portfolio was developed to document the changes and progress our school has made while working to continuously improve all aspects of our school. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The seven categories included in this school portfolio are—

- School Community
- School Personnel
- Student Population (45th day)
- Academic and Behavioral Features/Programs/Initiatives
- Student Achievement needs assessment
- Teacher/Administrator Quality needs assessment
- School Climate needs assessment

This school portfolio is a living document that describes Thomas E. Kerns Elementary and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. All staff members are involved in the creation of the school portfolio. Our desire is to provide a clear picture of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future.

The Staff of Thomas E. Kerns Elementary School

Executive Summary

As a Title I school, Thomas E. Kerns Elementary is actively involved in annually reviewing our needs, and determining and using the best research-based practices to address the identified needs. We recognize and celebrate our strengths such as 1-1 Personal Learning Devices, SECOND Chance, and Learners Today, Leaders Tomorrow. We continue to focus on improving student achievement. We envision our families, staff, and community working together to help our children succeed.

Summary of Student Achievement

Thomas E. Kerns Elementary faculty and staff conduct an annual analysis of testing data. Results from these data sources demonstrate a need to continue to address student learning needs. Several strategies for increasing student success at Thomas E. Kerns Elementary are:

English/Language Arts

Differentiated instructional strategies focusing on the development of vocabulary skills for students
Increased focus on the enhancement of reading comprehension skills
Increased focus on writing
Small group reading instruction for all grades
Extended-day tutoring and academic assistance
Class size reduction in grades Kindergarten and 3rd
Early intervention reading strategies for grades K, 1, 2
Intervention Blitz groups for grades 3rd, 4th, and 5th
Computer-assisted instruction
High-quality professional development for teachers
Increased focus on South Carolina College- and Career-Ready LEA Standards (2018-2019)
Unit Planning with District Academic ELA Specialists and Instructional Coaches

Mathematics

Increased hands-on instructional activities for all mathematical concepts
Increased focus and instruction on problem-solving and data interpretation
Extended-day tutoring and academic assistance
Class size reduction in grades Kindergarten and 3rd
Computer assisted instruction
Continued high-quality professional development for teachers
Increased focus on South Carolina College- and Career-Ready Mathematical Standards (2018-2019)
Unit Planning with District Academic Math Specialists and Instructional Coaches

Summary of Teacher and Administrator Quality

Thomas E. Kerns Elementary School strives for excellence in all areas including holding teachers to a high standard. Our teacher attendance rate is 91.0%. There is little teacher turn over from year to year. Teachers at Thomas E. Kerns are all highly qualified and many hold advanced degrees. Professional development workshops and technology proficiency at the school and district level help aid in this endeavor.

Summary of School Climate

Overall, surveys of student and parent satisfaction show positive results. In 2018, the survey of student satisfaction improved in the areas of learning environment and social and physical environment. The survey of parent satisfaction improved in the areas of school-home relations and social and physical environment. In 2018, our parents dropped their rating to 84.2% who feel safe at school and teachers dropped their rating to

96.1%. Students increased their rating to 95%. Our attendance is slightly below the district objective of 95%. The implementation of PBIS continues to influence discipline data.

Significant Challenges:

- Mobility of students
- Our academic weak areas were ELA, Math and Science, according to SC Ready ELA, SC Ready Math and SCPASS Science
- A portion of the population present significant behavior challenges

Significant Accomplishments:

- Four National Board Certified Teachers
- Increased parental participation in volunteerism, monthly parent education programs, and attendance at school-wide events
- Student attendance percentage at Thomas E. Kerns exceeds the district percentage
- PBIS developed B-Team to address major behaviors

School Profile

Thomas E. Kerns Elementary is a suburban elementary school located on the frontage road of Interstate 85 in Greenville, South Carolina. It is one of 52 elementary schools in The School District of Greenville County. Situated off White Horse Road, the school opened its doors in August of 2006. Two former schools, Greenview Elementary and Bakers Chapel Elementary, were closed at this time and combined into a new school, which was named Thomas E. Kerns Elementary School. The school was named after former Greenville County School superintendent, Dr. Thomas E. Kerns. Adjacent to the school property is a local high school. The area surrounding the school is comprised of lower to middle class neighborhoods.

Thomas E. Kerns Elementary serves children from 5 year-old-kindergarten through fifth grade. It is also home to three multi-categorical self-contained classrooms. Because a high percentage of our student population qualify for free or reduced lunch our school has universal free meals. According to the 45th day report, Thomas E. Kerns Elementary currently houses 636 students who are divided among 33 homerooms with full time highly qualified teachers. Additionally, the school has a School Counselor, two Instructional Coaches, a Literacy Specialist, a Title One Facilitator, a Social Worker, a Parent Involvement Coordinator, a Human Services Coordinator I, and a Behavior Intervention Specialist. Other staff members include one full time and one part time speech pathologist, one full time and one part time ESOL teacher, three resource teachers (one who is part time), three full time and two part time interventionists, media specialist, two music teachers, two PE teachers, and two art teachers. Our facility consists of 42 classrooms, a media center, a computer lab, a music room, art room, a cafeteria, a science lab and a multi-purpose room. In addition, each grade level has a conference room and a storage room. The school has a capacity to serve 800 students.

The school colors are red and white. The mascot is the Wildcat. The school motto is: "CATCH the Wildcat Spirit!" The student discipline system incorporates the philosophy of Positive Based Intervention Supports (PBIS). Our system teaches students expectations of Performing with the Understanding of Respect and Responsibility (PURR). Our students participate in many school-wide activities throughout the year such as Red Ribbon Week, Jump Rope for Heart, Pennies for Pasta, cold weather clothing drive, pop-tabs for the Ronald McDonald House, a Walk around school, and Field Day.

Our Leadership Team consists of the Principal, Assistant Principal, two Instructional Coaches, Literacy Specialist, and the Title I Facilitator. These staff members observe in the classrooms and provide feedback to support instruction. Our principal, Dr. Mark Adams, has been an administrator in our school district for 3 years. He has a Ph. D. in Educational Administration from the University of South Carolina. He served as a school principal in Laurens County prior to coming to Greenville. Our Assistant Principal, Mrs. Lakeshia

Rainey, has a B.S. in Elementary Education, M.A. in Counseling and a M.S in Elementary Administration. She has been in the education field for 18 years now. Prior to becoming an Administrator, she taught first and fourth grade in Greenville County. She began her role as Assistant Principal at Thomas E. Kerns in 2015.

Additionally, staff members are chosen to serve on committees that support school operations, school culture and student achievement. These committees meet to plan activities, organize the yearbook and newsletter, assist with A-Team meetings, and promote the use of technology in the classrooms. All staff members are involved in making decisions together for the education of our students. We also have an active student council that is led by two of our teachers. They meet once a month to discuss fundraisers and school projects.

At Thomas E. Kerns Elementary, we believe in the partnership between school and family. Our PTA and SIC meet regularly throughout the year. Our Title I Planning Team meets beginning in December of each year to determine where our strengths and weaknesses lie, and how the Title I money will be dispersed. This team consists of teachers, two Instructional Coaches, the Title I Facilitator, parents, members of the community, a district office representative, and the administrators. As part of our commitment to our students and their families, we provide parent-training workshops throughout the year.

Staff and Student Demographics

2018-2019 Staff Data

Education Level

The varying degrees held by teachers at Thomas E. Kerns Elementary are BS – 16%, BA – 36%, BA +18 – 2%, Masters – 35%, and Master +30 – 9%, and Ph. D. – 2%. All teachers are considered highly qualified.

Gender and Ethnicity

Although our staff is predominately female and Caucasian, we do have a presence of male and African American female role models. The gender and ethnicity of our staff are Black Males – 4%, Black Females – 17%, Hispanic Females – 1%, Other Females – 1%, White Males – 5%, and White Females – 73%.

Staffing and Years of Experience

The staff at Thomas E. Kerns includes: classroom teachers, two instructional coaches, a literacy specialists, a full-time speech pathologist and one part time speech pathologist, 3 full-time special education teachers, two full-time resource teachers and a part time resource teacher, a full-time art teacher and a 0.2 art teacher, a full-time music teacher and a 0.2 music teacher, a full-time P.E. teacher and a 0.2 P.E. teacher, one full-time media specialist and one part time media specialist, 3 full-time interventionists and two part time interventionist, one 0.3 challenge teacher, a full-time ESOL teacher and a part time ESOL teacher, a school counselor, a Title I social worker, a Title I Facilitator, 11 teaching assistants, one Assistant Principal, and one Principal. Thomas E. Kerns Elementary has four National Board Certified teachers. These include an art teacher, a second grade teacher, a music teacher, and a P.E. teacher. On average, our teachers have taught for 12.7 years. We have 13 teachers with less than 5 years teaching experience.

The following chart indicates the years of experience for each grade level.

Years of Experience

Grade Level	1-4	5-10	11-15	16-20	21-26	27+
K5	1	1	3			
1	3	1		2		
2	1		1	2		1
3	2	1	1	1	1	
4	3			1		
5	3	1				
Other	2	6	10	2	6	4

Additional personnel include the secretary, attendance clerk, part-time office clerk, plant engineer, custodial staff, food service manager, and food service workers. Support personnel available to assist in meeting the needs of Thomas E. Kerns Elementary students include the district psychologist, a Title I social worker, a Human Services Coordinator, a Behavior Intervention Specialist, a Title I facilitator, an on-site nurse, two speech pathologists, parent involvement coordinator, and a Title I Instructional Technology Facilitator.

Without class size reduction, our student/teacher ratio is 21:1. Thomas E. Kerns uses State money to reduce class size in first grade and Title I money to fund teacher positions in Kindergarten and third grade thus reducing the ratio of students to teachers in these grades. Our overarching student/teacher ratio is 19:1 (636 enrolled students /33 classes).

Attendance

Teacher attendance rate decreased from 91.7% in 2016-17 to 91.0% in 2017-18. Teachers at Thomas E. Kerns Elementary strive to attend each day of the school year.

Student Data

Enrollment

There are currently 636 students enrolled. The enrollment configuration for Thomas E. Kerns Elementary by grade level is as follows:

- Kindergarteners – 84
- First graders – 112
- Second graders – 114
- Third graders – 110
- Fourth graders – 102
- Fifth graders – 114

Attendance

The following chart shows attendance data from the 2017-2018 school year. First grade has the highest number of absences. Third grade had the lowest number of absences. Third and fourth grade had the highest number of students with perfect attendance. Data includes both excused and unexcused absences.

	Number of students with 15 or more absences	Number of students with 10 to 14 absences	Number of students with perfect attendance
Kindergarten	28	23	0
Grade 1	18	28	3
Grade 2	18	17	7
Grade 3	19	15	1
Grade 4	15	23	5
Grade 5	22	22	2

Gender

In 2015-16, there were 385 males and 299 females. In 2016-17, there were 349 males and 295 females enrolled at Thomas E. Kerns. In 2017-18, there were 363 males and 294 females. Currently, there are 346 males and 290 females. The trend over the past four years indicates a greater population of males than females.

Ethnicity

In 2015-16, the student population was made up of 55.5% African-America students, 16.7% Caucasian, 22.7% Hispanic, and 5.1% Two or More Races. In 2016-17, the student population was made up of 54.7% African-America students, 16.8% Caucasian, 22.5% Hispanic, and 6% Two or More Races. In 2017-18, the student population was made up of 54.5% African-America students, 15.2% Caucasian, 23.8% Hispanic, and 6.6% Two or More Races. Currently, the student population is made up of 55.9% African-America students, 13.2% Caucasian, 24.8% Hispanic, and 5.5% Two or More Races. The ethnicity percentages have not changed significantly over the past four years.

Lunch Status

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

Special Education Students

There are six special education teachers at Thomas E. Kerns Elementary. There are two full time intermediate LD resource teachers and one half time primary LD resource teacher, and three multi-categorical self-contained special education teachers.

Class	LD Primary	LD Intermediate	K5-1 st Multi Categorical	2 nd -3 rd Multi Categorical	4 th -5 th Multi Categorical
# of Students	23	42	8	9	12

Major Academic and Behavioral Features/Programs/Initiatives

- **Personal Learning Device (PLD)** – Our school has a 1-1 iPad initiative. The goal of the PLD is to enhance students' learning by using creation apps.
- **Response to Intervention (RtI)** – The goal of RtI is to identify students who need further assistance with reading fluency. Students are taught phonics and comprehension strategies to accelerate their reading ability. We implement RtI in kindergarten, first, second, and third grades.
- **Fountas and Pinnell** – a model for teaching children in a student-centered classroom. Children read and write independently in a variety of group settings on a daily basis. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading.
- **Learning Focused** – A Planning Model that provides frameworks and tools for organizing, planning, assessing, and designing instruction.
- **Positive Behavioral Interventions and Supports** – PBIS is a systemic approach recognizing and rewarding desirable behaviors; while at the same time, identifying the functions of misbehaviors and teaching replacement behaviors that serve the same function. PBIS emphasizes a school-wide systems approach using proactive strategies for defining, teaching, and supporting appropriate behaviors to create a positive school environment.
- **DreamBox Learning** – A math fact fluency program used to help students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division.
- **Digital Leaders** – Four teachers in our school are receiving training on digital learning then modeling and sharing their learning with the staff.

Mission, Vision, and Beliefs

Mission Statement

The mission of Thomas E. Kerns Elementary is to develop successful, responsible, and respectful life-long learners.

Vision Statement

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

Values and Beliefs

- We believe all children can learn.
- We believe every student can achieve success.
- We believe teachers are responsible for providing a high-quality education to all students and encouraging strong collaboration with families.
- We believe education should be developmentally appropriate and differentiated to meet individual needs.

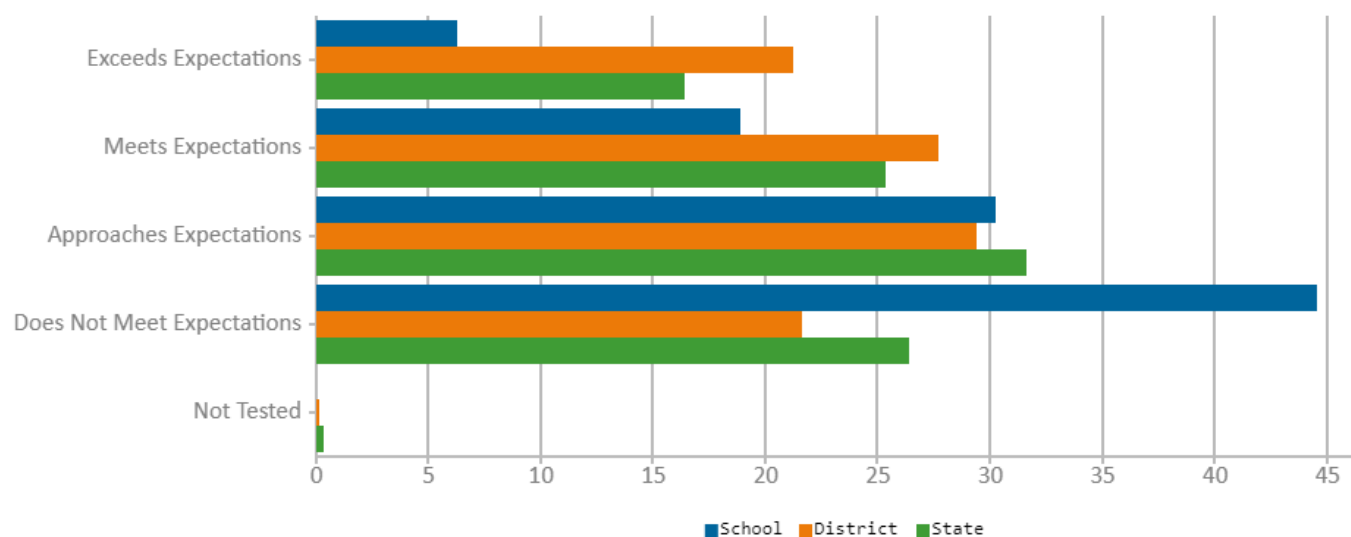
Data Analysis and Needs Assessment

Student Achievement

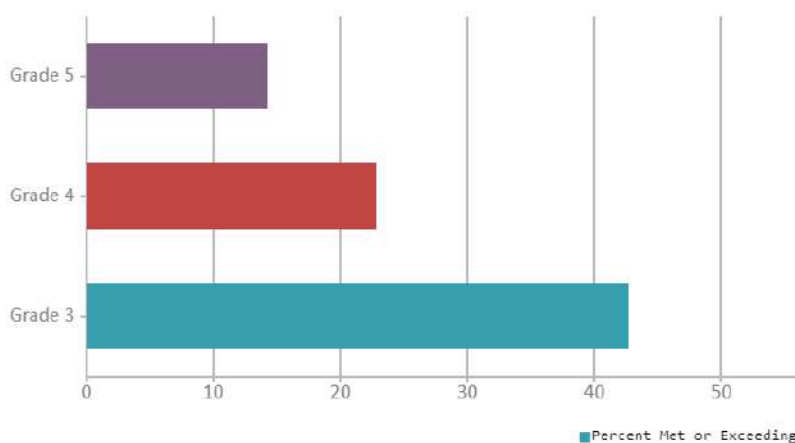
The following data gives pertinent information as to which areas need to improve in our school. This information gives us indications of our strengths and weaknesses and allows us to gain a clearer understanding of student achievement. By further analyzing the data we can develop strategies to achieve in the areas in which we need improvement.

SC Ready ELA

English Language Arts (Reading and Writing)

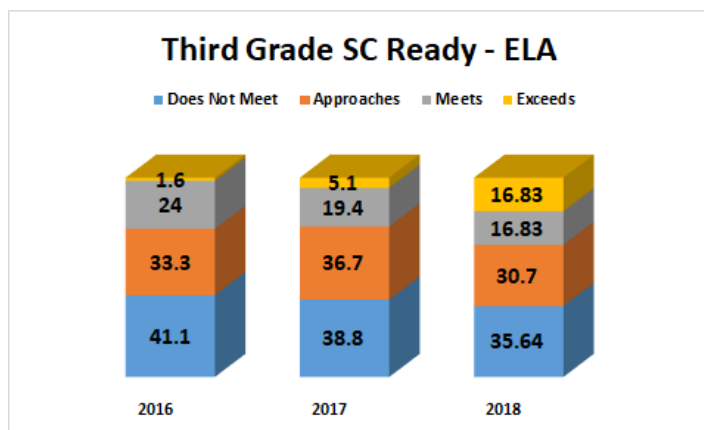


SC READY Performance by Grade Level
English Language Arts (Reading and Writing)



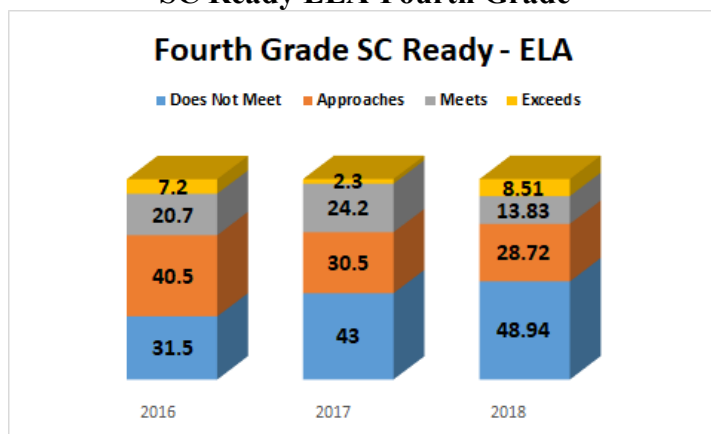
In English Language Arts, Thomas E. Kerns' scores showed that 2% meets or exceeds expectations. Third, fourth and fifth grades all had some students who exceeds expectations. Fifth grade had percent met or exceeding 14.2%. Fourth grade had percent met or exceeding 22.8%. Third grade had percent met or exceeding 42.7%.

SC Ready ELA-Third Grade



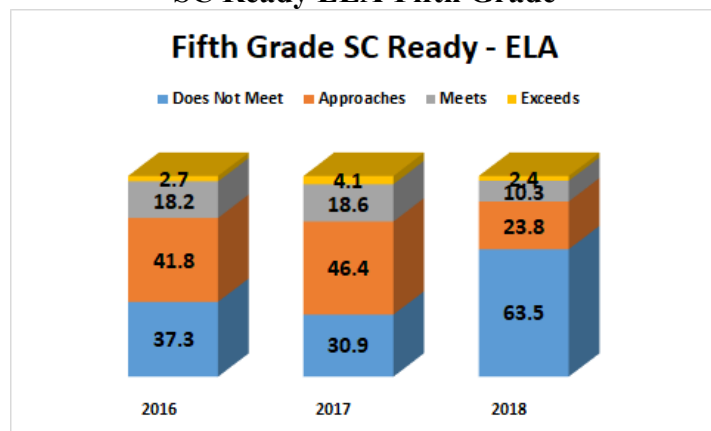
In 2018, third grade increased by 9.2% in the meets and exceeds categories. The approaches category decreased by 6%. Our goal is to continue to move the students, so that most are in meets or exceeds categories.

SC Ready ELA-Fourth Grade



In 2018, fourth grade increased by 5.9% in the does not meet category and by 6.2% in the exceeds category. At Thomas E. Kerns 77.7% of fourth grade are in the approaches and does not meet categories.

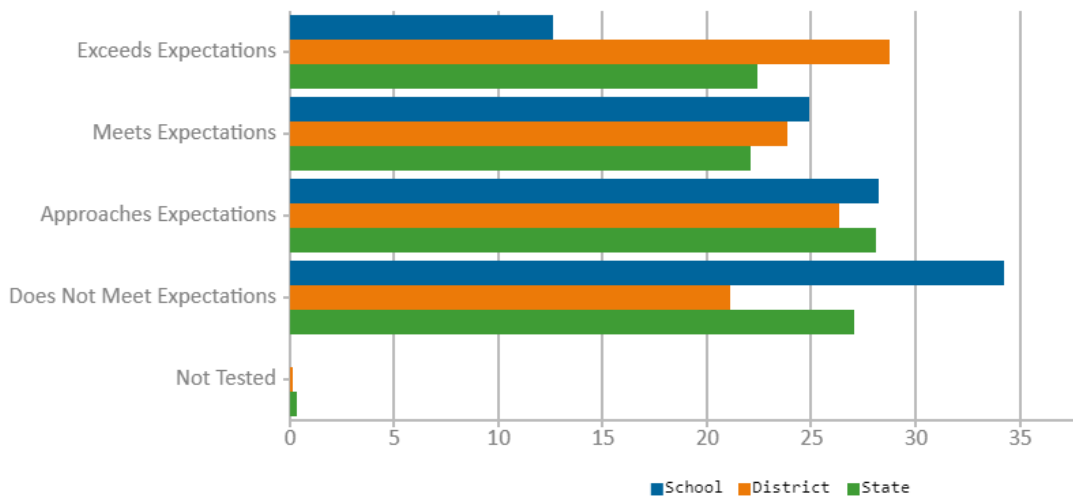
SC Ready ELA-Fifth Grade



In 2018, fifth grade decreased by 10% in the meets and exceeds categories. An increase of 32.6% in the does not meet category was alarming. Our goal is to increase with positive gains in the meets and exceeds categories.

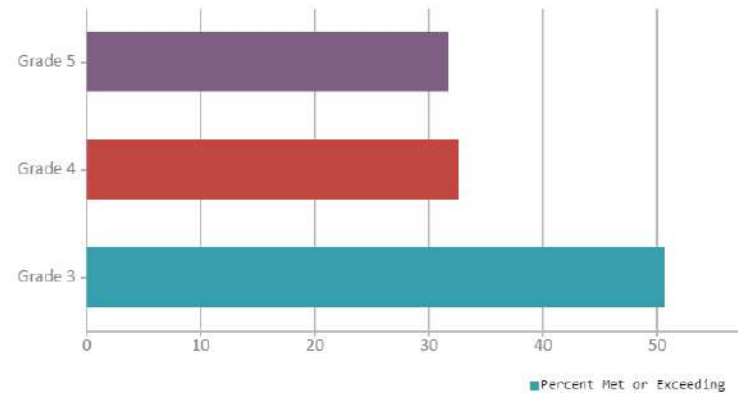
SC Ready Math

Mathematics



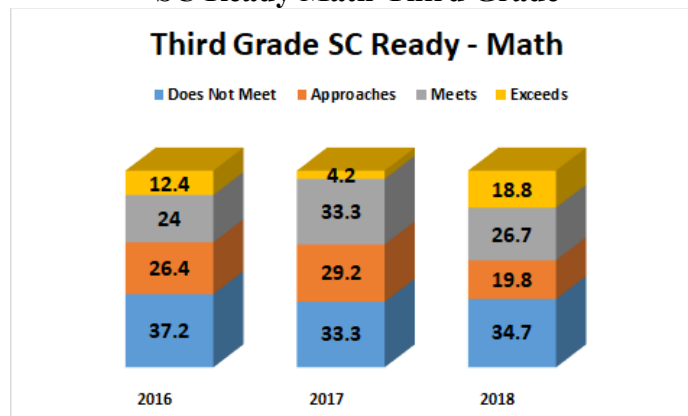
Note: Results from alternate assessments were included in the calculations where available.

Mathematics



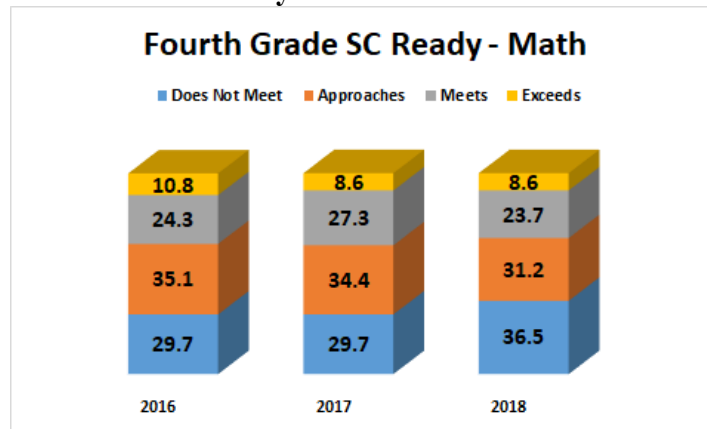
In mathematics, Thomas E. Kerns' scores showed that 37.5% meets or exceeds expectations. Fifth grade had percent met or exceeding 31.7%. Fourth grade had percent met or exceeding 32.6%. Third grade had percent met or exceeding 50.6%. Third grade strength is mathematics. Our goal is to strengthen fourth and fifth grade.

SC Ready Math-Third Grade



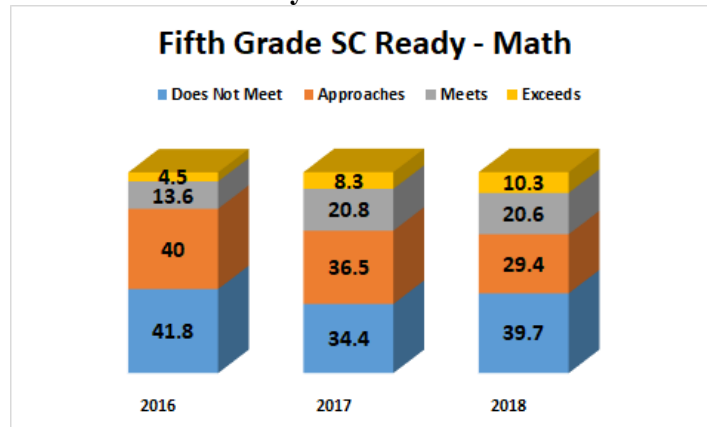
In 2018, the meets and exceeds categories increased by 8%. This is the second year that third grade has shown gains in the meets and exceeds categories. This is a trend that we wish to continue. The does not meet category increased by 1.4%.

SC Ready Math-Fourth Grade



In 2018, the meets category decreased by 3.6% for fourth grade. In the category of exceeds, the percentage stayed the same. As a grade level there were no major changes.

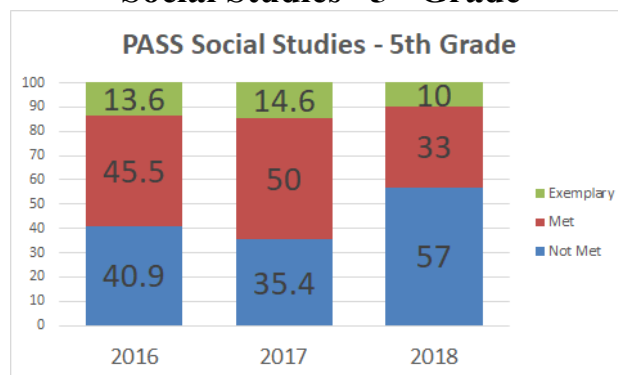
SC Ready Math-Fifth Grade



In 2018, the meets and exceeds categories increased by 1.8% for fifth grade. At Thomas E. Kerns 69.1% of our fifth graders are in the approaches and does not meet categories.

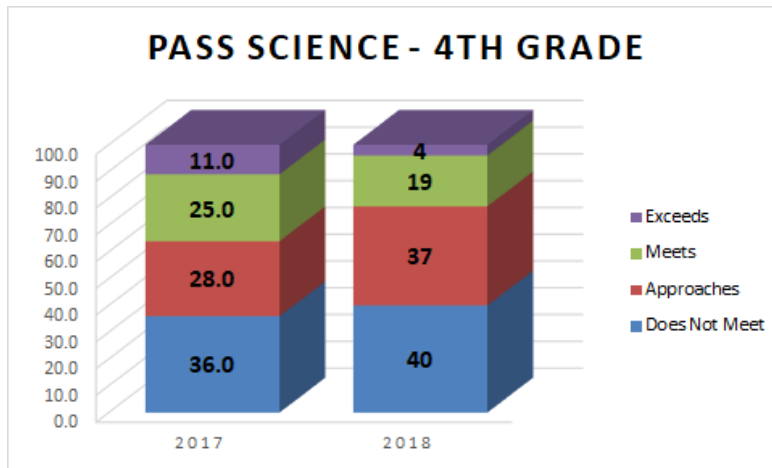
SCPASS

Social Studies– 5th Grade



Fifth grade students scored 43% in the met and exemplary categories in 2018 in the area of social studies. This was a decrease of 21.6%. Social Studies is the strongest subject for 5th grade.

Science – 4th Grade



In science for 2018, the fourth graders scores in the categories of exceeds and meets decreased by 13%. At Thomas E. Kerns, 77% of our fourth graders are in the categories of approaching and does not meet,

Root Causes of Poor Student Achievement

- Teacher Content Knowledge/Depth of Knowledge of Standards
- Best Practices that Engage Students
- Limited Instructional Resources (Leveled Books of various genres)
- Accountability of preparation and delivery of instructional practices

Staff Next Steps

Our students have not been as successful academically as we believe they can be. Our staff continues to express concern over improving low test scores. Strategies learned in staff development are being implemented to reach each child's unique learning style. Small groups are being formed in and outside the classroom to help improve math and reading skills. MasteryConnect data is used to reteach for mastery. A continued effort is being made to strengthen parents' involvement in their children's learning process. Goal setting by the students themselves to improve test scores is intended to give ownership of achievement to the students.

Our staff believes that improved achievement can result from several approaches, including:

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

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

- *The continuation of Fountas and Pinnell's model of Balanced Literacy for ELA instruction
- *Unit planning
- *RtI teachers work with at-risk kindergarten through fifth grade students
- *Implement the State Standards according to the district plan over the next few years
- *Continue to utilize technology/license in the teaching process (ex. iPad, Promethean Board, Chrome books, Reading A to Z, etc.)
- *Use MasteryConnect data to group students according to needs
- *Increase classroom libraries with a variety of levels and genres

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

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

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

- *Make better use of the science kits provided by the district
- *Make materials readily available to consistently provide hands-on activities with our students
- *Continue to plan field trips which support science standards
- *Continue to integrate the arts with science standards
- *Use leveled readers that correlate with science and English language arts standards
- *Continue to utilize technology in the teaching process (ex. iPad, Promethean Board, Chrome books, etc.)

Our school's next steps in social studies include the following:

- *Continue to teach social studies consistently across the curriculum.
- *Continue to utilize technology in the teaching process (ex. iPad, Promethean Board, Chrome books, etc.)
- *Continue to plan field trips which support social studies standards
- *Continue to integrate the arts with social studies standards
- *Use leveled readers that correlate with social studies and English language arts standards

Strategies to Increase Student Learning

Teachers at Thomas E. Kerns Elementary School continue in their efforts to stay abreast of the latest methods of delivering instruction. Teachers have taken advantage of staff development opportunities that are offered in the school and district, in addition to attending conferences. We recognize that students learn in different ways. Teachers are expected to use a variety of instructional strategies to address the different learning styles of students. To the degree that time and budgets allow, we encourage all staff to be involved in staff development opportunities that will increase student learning. Of course, our highest priority is implementing the strategies related to our vision. At each grade level, teachers are encouraged to work together as a team. These teams strive to ensure that grade level standards are taught according to the district pacing guide. Teachers use data from multiply sources to make instructional decisions.

Student Support Systems

Recognizing that some students need support beyond that available in the classroom, our school has worked with the district to provide a variety of special services.

- We have three resource teachers, two full-time and one part-time to work with students with learning disabilities. One full-time and one part-time speech language pathologists also offer students speech services. These teachers work primarily in collaboration with classroom teachers, and sometimes pull out students to work on skills. We also have three multi-grade level teachers. These children are served with full time teachers and full time assistants.
- When a teacher believes that a student has special needs that require attention, the student is referred to OnTrack. The purpose of the team is to try to match student needs with resources that are available through the school, district, or community.
- We have four full time interventionists, a part time interventionist, and a literacy specialist who work with kindergarteners through fifth graders.
- ESOL teachers serve our students identified as having English as their second language to help them transition in to the English language. We have one full-time and one part-time ESOL teachers.

Summary of Progress

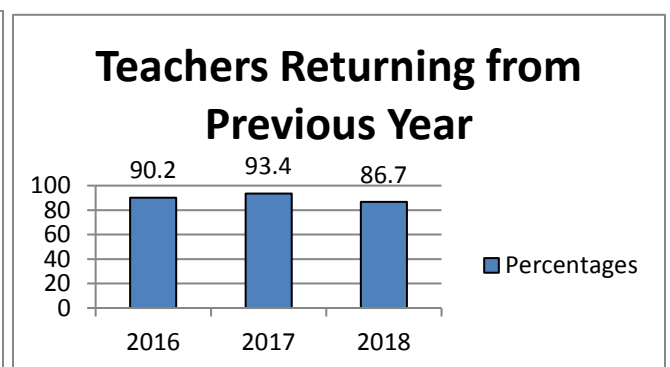
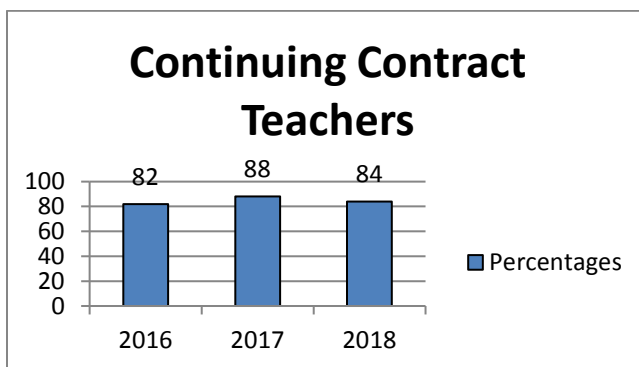
We have a clear path for increasing student achievement laid out before us. We are growing in knowledge of how to implement content and performance standards in our classrooms. Additional support in reading for low-achieving students, broadened hands-on learning in the classrooms, and small groups are continuing to be implemented. Unit planning has been demonstrated and encouraged in ELA and math. We are learning to effectively study our student achievement results along with our school processes.

Teacher and Administrator Quality

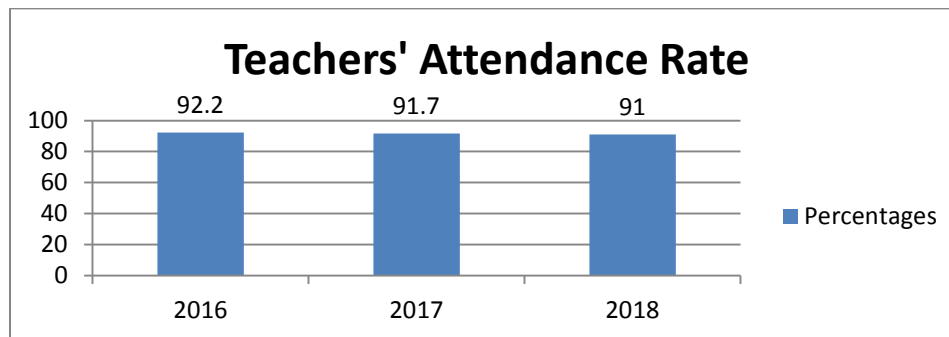
In the spring of 2018, the staff of Thomas E. Kerns Elementary School reiterated its vision to increase student achievement. From that vision, goals, objectives, and strategies were developed in the comprehensive school-wide improvement plan. Implementation of the improvement plan will help to bring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

Teacher retention

The Continuing Contract Teachers graph below show that Thomas E. Kerns decreased. Thomas E. Kerns had several new teachers who have not obtain continuing contract status. The percentage of Teachers Returning from Previous Year decreased by 6.7%

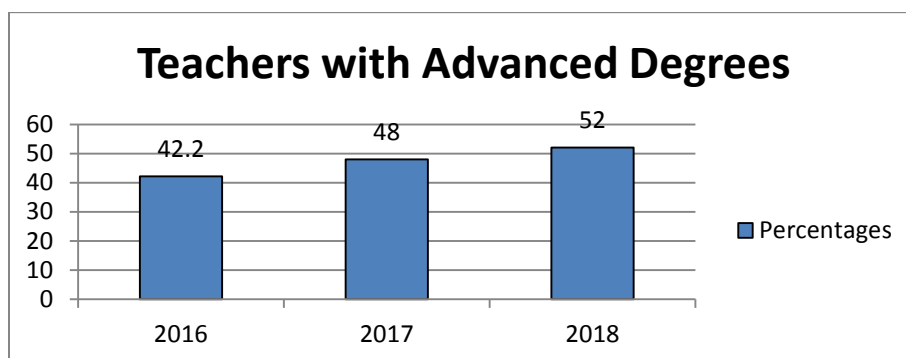


Teacher attendance



In 2018, our teachers' attendance rate was 91%. This was a decrease of .7%. Our teacher attendance rate is decreasing slightly each year.

Teachers with advanced degrees



In 2018, we had 52% of teachers with advanced degrees. This is an increase of 4%. We currently have several staff who have earned their advanced degree this past year or are starting a program to work on their advanced degree.

Teacher certification

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

Professional development

Thomas E. Kerns 2018-2019 Professional Development Plan

The goal for professional development at Thomas E. Kerns is to support teachers in creating engaging, rigorous lessons that will increase reading comprehension in all subject areas. A focus in the primary grades will be Literacy Framework (Community Writing, Interactive Read Aloud, Mini Lesson). A focus in the intermediate grades will be Literacy Framework (Word Study). All grade levels will be focused on intentional and rigorous guided reading lessons.

* PLCs will be implemented during Grade Level Planning times.

*Teachers will be creating Literacy Portfolios.

Session Date	Topic	Time
August 29	OnTrack	3:10
September 4	PowerTeacher	planning
September 5	PBIS	3:10
September 6	Stacey Shamis -Mini Lesson and Share of Reading Workshop and In-Book Assessments (2-5)	8-11, 11:30-2:30
September 7	Stacey Shamis - Introduction to Shared Reading (K5-1)	8-11
September 10	Literacy Portfolios	planning
September 13	New Teacher Meetings - Running Records, Websites	3:00
September 18	ESOL	planning
September 19	Stacey Shamis - Unit Planning 2nd - 5th	8:30-9:30, 9:45-10:45, 11:00-12:00, 12:45-1:45
September 19	DreamBox Learning	3:10
September 24	Instructional Protocol - Classroom Environment, Classroom libraries	planning
September 28	Stacey Shamis -Planning Shared Reading using Fast Bridge Data (1)	8-11
October 3	Kelly Smith	3:10
October 4	New Teacher Meetings - Guided Reading Lesson Plan Templates, MasteryConnect, Conferences	3:00
October 8	Stacey Shamis - Unit Planning 2nd - 5th, Word Study Planning K5, Community Writing Components 1st	planning
October 16	MasteryConnect	planning
October 24	RAZ	
October 31	Learning Targets - The Why	3:10
November 1	Furman Consortium - Joe Hendershott	9-12
November 1	New Teacher Meetings/Grade Level - Benchmarking	3:00
November 7	Austin Greene - Lesson Planning 5th Stacey Shamis - minilesson purpose, structure, and characteristics 4th	8-11, 11:30-2:30

November 13	Learning Targets - Writing Learning Targets for Science/Social Studies	planning
November 14	DreamBox - DI and usage	3:10
November 27	MasteryConnect - Data Analysis	planning
January 8	Learning Targets - Writing Learning Targets for Science/Social Studies	planning
January 9	Mrs. Byrd	3:10
January 10	New Teacher Meetings - Myths	3:00
January 16	Data Analysis	3:10
January 22	Learning Targets - Writing Learning Targets for Science/Social Studies	planning
January 30	Furman Consortium - Katie Kelly	9-12
January 30	PLC - Data Analysis of classroom assessment	3:10
February 5	MasteryConnect - Data Analysis	planning
February 6	Kelly Smith	3:10
February 15-16	SCIRA Conference	All day
February 27	Presentation From SCIRA Conference	3:10
March 5	PEP - Teachers will set up classes	planning
March 6	Staff - (Digital Leaders)	3:10
March 7	New Teacher Meetings - Classroom management	3:00
March 27	Wounded Child	3:10
April 2	Literacy - March meeting	planning
April 4	New Teacher Meetings - testing	3:00
April 23	MasteryConnect - Data Analysis	planning
May 2	New Teacher Meetings - End of Year Expectations	3:00
May	PD will be dependent upon state testing training	

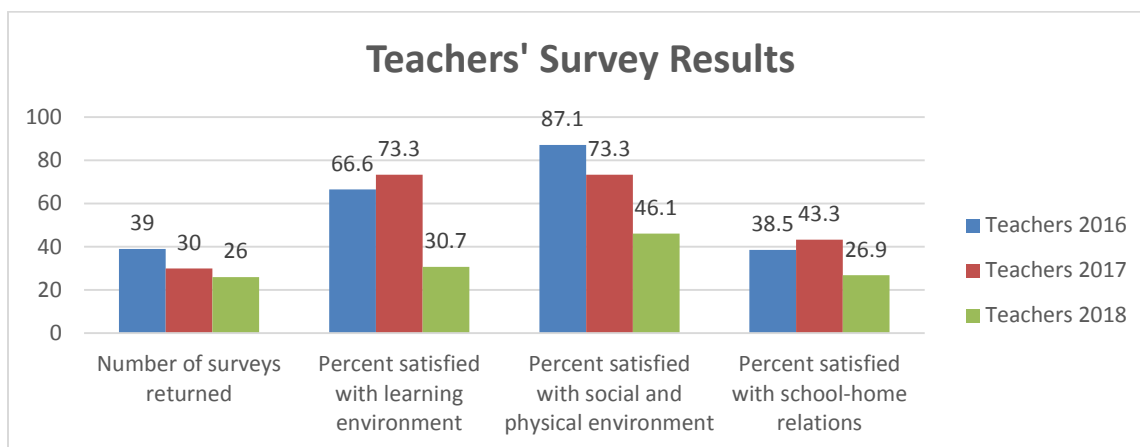
Summary of Progress

Thomas E. Kerns Elementary School strives for excellence in all areas, including holding teachers to a high standard. The retention and attendance rates reflect the school climate. Our retention rate dropped below 90% and our attendance rate has decreased slightly for the past three years.

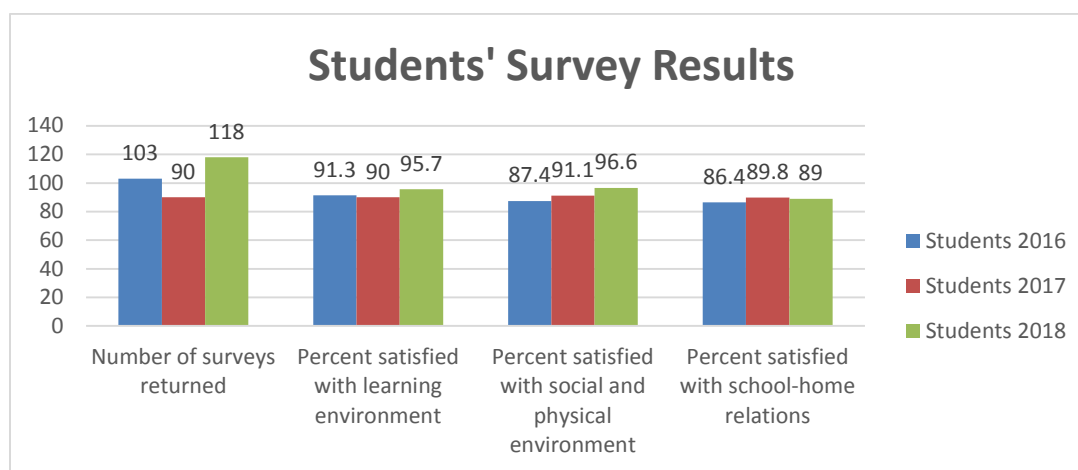
Teachers at Thomas E. Kerns are all highly qualified. Many have advanced degrees and several are in the process of acquiring a higher level of education. To maintain proficiency and skills, all teachers attend professional development during scheduled faculty meetings and attend workshops off contract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

School Climate

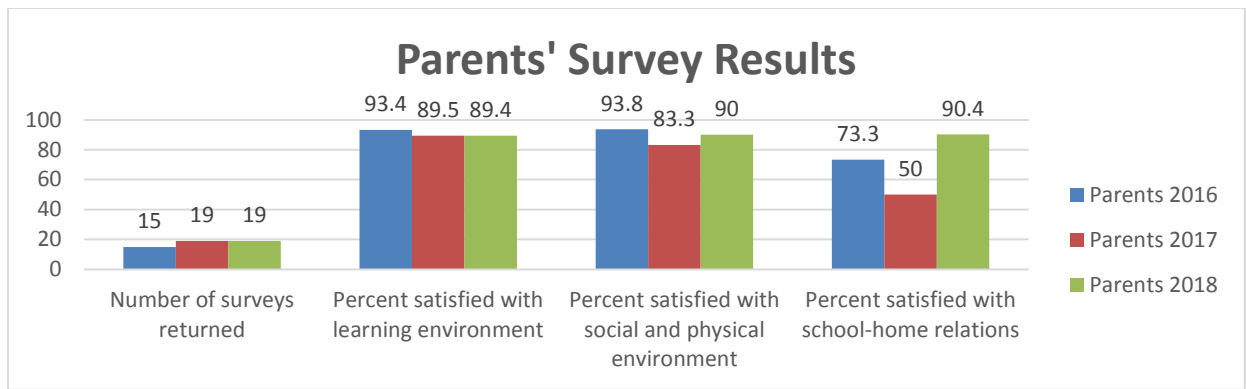
School Report Card Survey Results



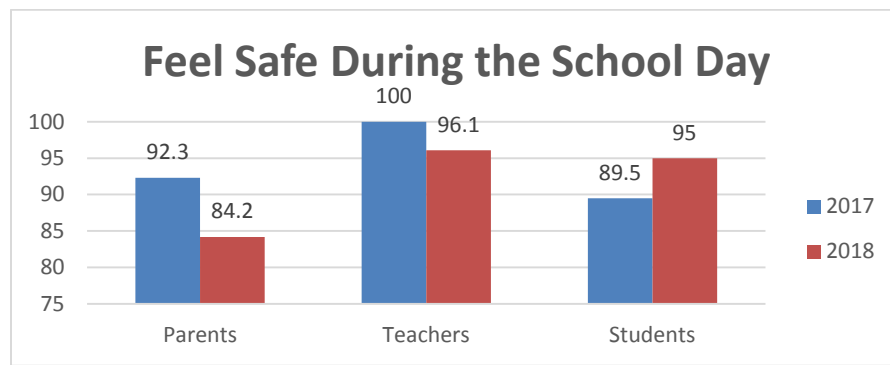
There was a decrease in the number of teachers' surveys returned. Survey results show all areas decreased in satisfaction. The major difference is seen in satisfaction with learning environment.



The students' survey results decreased in satisfied with school-home relations in the 2018 school year. It increased in social and physical environment, and learning environment. Survey results for students do not have major changes. We had an increase in the number of students taking the survey.



In 2018, there was a decrease in the areas of satisfied with the learning environment. The number of surveys returned was the same. The school has been working to improve school-home relations by implementing many of the ideas that were suggested by our parents. The parents that completed the survey believe that school-home relations has improved with an increase of 40.4%.

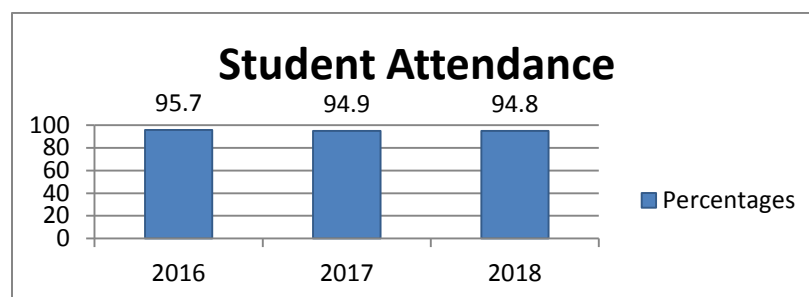


In 2018, our parents dropped their rating to 84.2% who feel safe at school and teachers dropped their rating to 96.1%. Students increased their rating to 95%.

AdvancED Culture and Climate Survey Results

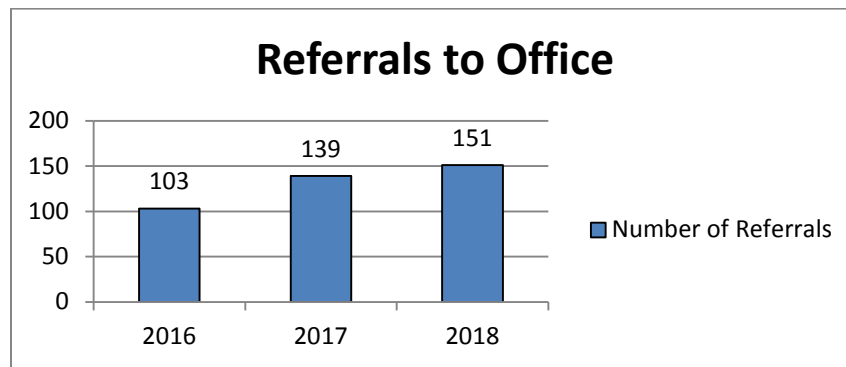
According to the AdvancED Culture and Climate Survey, 85% of students described their teacher as caring. This is below the district rate of 90%. At Thomas E. Kerns, we want to create and sustain an environment that supports mental and social/emotional health, as indicated by the percent of students who, on the AdvanceED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school. We reported the following feelings: 7% afraid, 16% lonely and 13% angry.

Student Attendance



Our student attendance decreased slightly in 2018. Thomas E. Kerns is slightly below the district objective of 95%.

Discipline Data



For the 2018 school year, our referrals increased for the third year in a row. Our school has more referrals in April/May each year.

Summary of Progress

We had a decrease in the number of surveys returned by teachers. Survey results show a decrease with the all areas. All areas are below 50%.

We had an increase in the number of students taking the survey. The students' survey results decreased in satisfied with school-home relations in the 2018 school year. It increased in social and physical environment, and learning environment. Survey results for students do not have major changes.

In 2018, there was a decrease in the areas of satisfied with the learning environment for parents. The number of surveys returned was the same. The parents that completed the survey believe that school-home relations has improved with an increase of 40.4%.

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

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

Discipline data shows an increase in the number of referrals to the office in 2018. Ultimately, the goal of discipline is to create a safe productive learning environment for all those involved.

[Thomas E. Kerns 2018 SDE School Report Card](#)

Thomas E. Kerns Elementary

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

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

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 24.4% in 2016-17 to 50% in 2022-23.

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 2.53% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SDE website and School Report Card	24.4% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 26.93	29.46	31.99	34.52	37.05	39.58
		School Actual Elementary 25.2					
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 52	52	55	58	61	64
		District Actual Elementary 52					

Thomas E. Kerns Elementary

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core ELA instruction to increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Regular meetings with IC	2018-2023	Instructional Coach	\$0.00	N/A	Agendas, sign-in sheets
2. Provide professional development with District Elementary ELA consultant	2018-2023	Instructional Coach/District Consultant	\$0.00	N/A	Sign-in sheets
3. Extended day program for grades 2-5	2018-2023	Title I Facilitator	\$10,000	Title I/SIF	DreamBox, Teacher evaluations
4. Personal Learning Communities	2018-2023	Grade Level Chair	\$0.00	N/A	Meeting Minutes
5. Coaching Cycles	2018-2023	Instructional Coach	\$0.00	N/A	Observations
6. MasteryConnect Data Analysis	2018-2023	Instructional Coach	\$0.00	N/A	Observations
7. Extended day program for grades 3-5	2019-2019	Title I Facilitator	\$4,290	State Technical Assistance Funds	IXL, Teacher evaluations
8. IXL (reading/math technology support)	2019-2023	Title I Facilitator	\$9,050	State Technical Assistance Funds	IXL
9. Fountas & Pinnell Classroom Independent Reading Collection	2019-2023	Title I Facilitator	\$42,600	State Technical Assistance Funds	Lesson plans, reading benchmark
10. Fountas and Pinnell Guided Reading Kits	2019-2023	Title I Facilitator	\$37,385	State Technical Assistance Funds	Lesson plans, running records

Thomas E. Kerns Elementary

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core ELA instruction to increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
11. Fountas and Pinnell IRA Kits for 4 th and 5 th grade	2019-2023	Title I Facilitator	\$6,000	State Technical Assistance Funds	Lesson plans
12. Fountas and Pinnell IRA Kits for K5, 1 st , 2 nd and 3 rd grade	2019-2023	Title I Facilitator	\$13,085	School Improvement Mini Grant	Lesson plans
13. Classroom libraries	2019-2023	Instructional Coach	\$40,972	School Improvement Mini Grant	Lesson plans
14. Supplies for classroom teachers to use in balanced library	2019-2023	Instructional Coach	\$11,000	State Technical Assistance Funds	Lesson plans

Thomas E. Kerns Elementary

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

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

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 34.4% 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 1.98% annually.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY Math SDE website and School Report Card	34.4% Meets Expectations and Exceeds Expectations (2016-17)	School Projected Elementary 36.38	38.36	40.34	42.32	44.3	46.28
		School Actual Elementary 37.5					
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	District Projected Elementary 57	57	60	63	66	69
		District Actual Elementary 60					

Thomas E. Kerns Elementary

ACTION PLAN FOR STRATEGY #1: Provide consistent targeted core math instruction to increase content and skills mastery learning at all levels while emphasizing GRIT (growth, resilience, integrity, and tenacity).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Regular meetings with IC	2018-2023	Instructional Coach	\$0.00	N/A	Agendas, sign-in sheets
2. Provide professional development with DreamBox Learning consultant	2018-2023	Title I Facilitator	\$8,500.00	Title I	Sign-in sheets
3. Extended day program for grades 2-5	2018-2023	Title I Facilitator	\$10,000	Title I/SIF	DreamBox, Teacher evaluations
4. Personal Learning Communities	2018-2023	Grade Level Chair	\$0.00	N/A	Meeting Minutes
5. MasteryConnect Data Analysis	2018-2023	Instructional Coach	\$0.00	N/A	Observation
6. Extended day program for grades 3-5	2019-2019	Title I Facilitator	\$4,290.00	State Technical Assistance Funds	IXL, Teacher evaluations
7. IXL (reading/math technology support)	2019-2023	Title I Facilitator	\$9,050	State Technical Assistance Funds	IXL
8. Math in Practice	2019-2023	Instructional Coach	\$1,647	State Technical Assistance Funds	Lesson plans

Thomas E. Kerns Elementary

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

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

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

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

DATA SOURCE(s):		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	26.7	29.7	32.7	35.7	38.7
		School Actual Elementary					
		23.7					
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	63	66	69	72	75
		District Actual Elementary					
		60					

Thomas E. Kerns Elementary

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

Thomas E. Kerns Elementary

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

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

PERFORMANCE GOAL: 4 The percentage of students scoring 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):		2017–18	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	45.9	48.9	51.9	54.9	57.9
		School Actual Elementary 42.9					
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					

Thomas E. Kerns Elementary

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

Thomas E. Kerns Elementary

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

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

PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for 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):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC READY ELA SC SDE Website	23% Meets Expectations and Exceeds Expectations	School Projected Hispanic 25.61	28.22	30.83	33.44	36.05	38.66
SC READY ELA SC SDE Website		School Actual Hispanic 21					
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected Hispanic 36	36	39	42	45	48
SC READY ELA SC SDE Website		District Actual Hispanic 34					

Thomas E. Kerns Elementary

SC READY ELA SC SDE Website	18% Meets Expectations and Exceeds Expectations	School Projected AA 20.89	23.78	26.67	29.56	32.45	35.34
SC READY ELA SC SDE Website		School Actual AA 21					
SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	District Projected AA 25	25	28	31	34	37
SC READY ELA SC SDE Website		District Actual AA 25					
SC READY ELA SC SDE Website	3% Meets Expectations and Exceeds Expectations	School Projected SWD 6.72	10.44	14.16	17.88	21.6	25.32
SC READY ELA SC SDE Website	3% Meets Expectations and Exceeds Expectations	School Actual SW 8%					
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	District Projected SWD 14	14	17	20	23	26

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SC READY ELA SC SDE Website		District Actual SWD 12					
SC READY ELA SC SDE Website	9% Meets Expectations and Exceeds Expectations	School Projected LEP 12.39	15.78	19.17	22.56	25.95	29.34
SC READY ELA SC SDE Website	9% Meets Expectations and Exceeds Expectations	School Actual LEP 15					
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	District Projected LEP 35	35	38	41	44	47
SC READY ELA SC SDE Website		District Actual LEP 33					
SC READY ELA SC SDE Website	25 % Meets Expectations and Exceeds Expectations	School Projected SIP 28	28	31	34	37	40
SC READY ELA SC SDE Website		School Actual SIP 26					

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SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	District Projected SIP 38	38	41	44	47	50
SC READY ELA SC SDE Website		District Actual SIP 33					
SC READY Math SC SDE Website	39% Meets Expectations and Exceeds Expectations	School Projected Hispanic 40.72	42.44	44.16	45.88	47.6	49.32
SC READY Math SC SDE Website		School Actual Hispanic 40%					
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	District Projected Hispanic 39	39	42	45	48	51
SC READY Math SC SDE Website		District Actual Hispanic 42					
SC READY Math SC SDE Website	20% Meets Expectations and Exceeds Expectations	School Projected AA 22.78	25.56	28.34	31.12	33.9	36.68

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SC READY Math SC SDE Website		School Actual AA 31					
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	District Projected AA 27	27	30	33	36	39
SC READY Math SC SDE Website		District Actual AA 28					
SC READY Math SC SDE Website	7% Meets Expectations and Exceeds Expectations	School Projected SWD 10.5	14	17.5	21	24.5	28
SC READY Math SC SDE Website		School Actual SW 10					
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	District Projected SWD 18	18	21	24	27	30
SC READY Math SC SDE Website		District Actual SWD 16					

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SC READY Math SC SDE Website	28% Meets Expectations and Exceeds Expectations	School Projected LEP 30.33	32.66	34.99	37.32	39.65	41.98
SC READY Math SC SDE Website		School Actual LEP 36					
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	District Projected LEP 40	40	43	46	49	52
SC READY Math SC SDE Website		District Actual LEP 42					
SC READY Math SC SDE Website	34 % Meets Expectations and Exceeds Expectations	School Projected SIP 37	40	43	46	49	52
SC READY Math SC SDE Website		School Actual SIP 36					
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	District Projected SIP 36	36	39	42	45	48

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SC READY Math SC SDE Website		District Actual SIP 38					
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ACTION PLAN FOR STRATEGY #1: Increase the effectiveness of data-based core instruction					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Personal Learning Communities	2018-2023	Grade Level Chair	\$0.00	N/A	Meeting Minutes
2. Regular meetings with IC	2018-2023	Instructional Coach	\$0.00	N/A	Agendas, sign-in sheets
3. MasteryConnect Data Analysis	2018-2023	Instructional Coach	\$0.00	N/A	Observation

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017–18	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					

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		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 SC READY ELA	School 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	School Actual	Grade 2 – 11.4% Grade 5 – 15%				
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				

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MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY 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: Provide targeted core reading instruction to meet student needs (Balanced Literacy Framework).					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement Balanced Literacy with fidelity across all grade levels.	2018-2023	Instructional Coach/Literacy Specialist	\$0.00	N/A	Lesson plans, observations
2. Provide professional development with District Elementary ELA consultant	2018-2023	Instructional Coach/District Consultant	\$0.00	N/A	Sign-in sheets
3. Coach teachers in instructional best practices	2018-2023	Leadership Team	\$0	N/A	Documentation of coaching cycles provided by members of school leadership teams

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	Baseline will be established at the end of the 2018-19 school year	School Projected		TBD	TBD	TBD	TBD
		School Actual					
Employment report	Baseline will be established at the end of the 2018-19 school year	District Projected		TBD	TBD	TBD	TBD
		District Actual					

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
SC SDE School Report Card Survey	89.5	School Projected Students ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 95					
SC SDE School Report Card Survey	100	School Projected Teachers ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 96.1					

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SC SDE School Report Card Survey	92.3	School Projected Parents ≥ 90	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 84.2					
SC SDE School Report Card Survey	92	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86					
SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97					
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88					

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

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

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

PERFORMANCE GOAL: 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):	2016-17	2017-18	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	≤1.0
GCS Expulsion Report		School Actual 0.0					
	(2016-17) 0.7	District Projected ≤1.0	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		District Actual 0.8					

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Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 0.0	School Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		School Actual 0.0					
	(2016-17) .04	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
GCS Expulsion Report		District Actual .04					

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

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

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

PERFORMANCE GOAL: 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):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	90	90	90	90	90
		School Actual 85	85				
AdvancED Culture & Climate Surveys	Baseline established in 2017-18	District Projected	90	90	90	90	90
		District Actual 89	90				

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

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

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

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

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	(2016-17) 94.9	School Projected 95	95	95	95	95	95
180th day Attendance Report		School Actual 94.8					
	(2016-17) 95	District Projected	95	95	95	95	95
180th day Attendance Report		District Actual 95					

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

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AdvancED Climate & Culture Student Survey	Baseline established in 2017-18	School Projected	Afraid ≤ 9 Lonely ≤ 12 Angry ≤ 12	Afraid ≤ 9 Lonely ≤ 12 Angry ≤ 12	Afraid ≤ 8 Lonely ≤ 11 Angry ≤ 11	Afraid ≤ 8 Lonely ≤ 11 Angry ≤ 11	Afraid ≤ 7 Lonely ≤ 10 Angry ≤ 10
		School Actual Afraid – 10 % Lonely – 13% Angry – 13%	Afraid – 7% Lonely – 16% Angry – 13%	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Climate & Culture Student Survey	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

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