

## School History



Corinth Elementary is located on an eight acre tract of land lying between Highway 18 and Corinth Road. It is approximately five miles from the city of Gaffney.

Corinth School opened at the current location in 1957. All regular classroom teachers are located in the main building. Three mobile units house Art, Music and Project GOAL.

The gym was added in 1997 and is in a separate building. It contains bleachers and a stage and is used as a multipurpose room. Exterior classrooms are connected by a covered walkway.

All students in grades K-5 have their own computers. Teachers have projectors, Smart Boards and document cameras to enhance instruction. Current enrollment is 405 students in grades 4K-Grade 5.



## Student Involvement Programs



*Beyond core curriculum, students participate in Art, Music, Physical Education and Project Goal.*

- Accelerated Reading Program
- Behavior Incentive Rewards
- Beta Club
- Book Fairs
- Career Day
- Character Trait Focus Monthly
- Active PTO
- Robotics Team
- Service Projects
- Student Council
- Student Recognition each Nine Weeks



## Corinth Elementary School



## Report to the Parents

*Cherokee County District 1  
Tracy Allison, Principal  
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Success Comes When We All Pull Together



## Report of Principal and School Improvement Council

A major component of CES is a positive climate assuring a productive learning environment. Our teachers foster high expectations for behavior and performance. Teachers collaborate and develop strategies to motivate students to ensure they are actively engaged in the learning process.

Corinth Elementary School (CES) is extremely proud of the many achievements that have been accomplished. Students at CES are involved in Community Projects throughout the year: Relay for Life, canned goods for Salvation Army, Jump Rope for Heart, and March of Dimes. Through student participation in these projects students learn to give back to the community and care for others.

Positive parental communications is also a driving force behind our success. Effective partnerships are established throughout the school year. Phone calls are made emphasizing the positive qualities of each student. Weekly newsletters, parental conferences, personal phone calls, and pre-recorded phone calls are used to maintain the bond between the home and our school.

Tracy Allison, Principal  
Tabitha Easler, SIC Chair

## School Statistics

Enrollment: 405 Students

90% Caucasian

2% African-American

3% Hispanic

65% on Free and Reduced Meals

92% Average Daily Attendance

## Review of 2020-2021 Strategic Plan Goals

- ◆ Use Wednesday meetings for staff development to provide assistance to teachers in the implementation of Read to Succeed and Standards to Instruction.
- ◆ In-school reading and math intervention utilized for targeted students as part of RtI
- ◆ Guided reading and math in a small group setting used to provide daily, intensive, direct reading and math instruction.
- ◆ Test data from multiple sources analyzed to improve instruction and achievement. Class and student goals developed and emphasized throughout the year.
- ◆ Writing instruction across all curricular areas to strengthen student writing.
- ◆ Student achievement improved by differentiating instruction in science, social studies, reading, writing, and math.



## Our Beliefs

- All students are our highest priority.
- The family has the greatest opportunity to influence the life of a child.
- Education for all is essential for the survival of society.
- Equal opportunity is an inherent human right.
- Learning is a life long process.
- All students can learn, achieve and succeed in different ways.
- All students' self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Students learn best when they are actively engaged in the learning process and have appropriate opportunities for success.
- Teachers, parents and the community share the responsibility for the support of the school's mission.
- Cultural diversity increases student understanding of different people and cultures.
- Challenging expectations and multiage grouping increase student performance and enrich the learning and teaching environment.
- Exceptional students require various special services and resources.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Instructional practices should incorporate learning activities and take into account differences in learning styles.
- Positive role models are essential for the development of skills and values.
- The pursuit of excellence requires hard work individually and cooperatively.