

School Renewal Plan

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School Renewal Plan Cover Page (Mandated Component)

Renewal Plan for years 2011/12 to 2015/16 Annual Update for Year 2014/15

School Name:	Jefferson Elementary
SIDN:	4601008
Plan Submission:	School utilizes AdvancED
Grade Range From:	PK To 4
District:	York 1
Address 1:	1543 Chester Highway
Address 2:	
City:	York, SC
Zip Code:	29745
School Renewal Plan Contact Person:	Mattie Hughes
Contact Phone:	803-684-1942
E-mail Address:	mhughes@york.k12.sc.us

Assurances

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

Required Printed Names and Signatures

<i>Chairperson, District Board of Trustees</i>		
<u>Ms. Betty Johnson</u> <small>Printed Name</small>	<hr style="border: none; border-top: 1px solid black;"/> <small>Signature</small>	<hr style="border: none; border-top: 1px solid black;"/> <small>Date</small>
<i>Superintendent</i>		
<u>Dr. Vernon Prosser</u> <small>Printed Name</small>	<hr style="border: none; border-top: 1px solid black;"/> <small>Signature</small>	<hr style="border: none; border-top: 1px solid black;"/> <small>Date</small>
<i>Principal</i>		
<u>Mrs. Mattie Hughes</u> <small>Printed Name</small>	<hr style="border: none; border-top: 1px solid black;"/> <small>Signature</small>	<hr style="border: none; border-top: 1px solid black;"/> <small>Date</small>
<i>Chairperson, School Improvement Council</i>		
<u>Mrs. Ashlei Miller</u> <small>Printed Name</small>	<hr style="border: none; border-top: 1px solid black;"/> <small>Signature</small>	<hr style="border: none; border-top: 1px solid black;"/> <small>Date</small>

Stakeholder Involvement for School Renewal Plan (Mandated Component)

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Mrs. Mattie Hughes
2.	Teacher	Stephanie Brown
3.	Parent/Guardian	Ashleigh Miller
4.	Community Member	Ricky Jeter
5.	School Improvement Council	Heather Montgomery
	OTHERS (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

Assurances for School Renewal Plan (Mandated Component)

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

Yes	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).
Yes	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).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two way communication between home and school, providing parents an opportunity to participate on decision making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
Yes	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the 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.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.
Yes	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): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

Yes	<p>Collaboration</p> <p>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).</p>
Yes	<p>Developmental Screening</p> <p>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.</p>
Yes	<p>Half-Day Child Development</p> <p>The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes	<p>Developmentally Appropriate Curriculum for PreK–3</p> <p>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.</p>
Yes	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their Children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>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.</p>

Needs Assessment for Student Achievement by Grade Range

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Elementary/Middle School (3 - 8)			
Benchmark Assessment: Sustain college-going and career readiness culture	The majority of students are being provided with the appropriate support systems to become successful students and prepare them for the next step in their education.	Many students have unmet needs that will hinder their advancement to the next level of their education.	
State Standardized Language Arts Scores	Schoolwide emphasis has been placed on reading instruction. The percentage of students scoring Met or Exemplary in 2010 is at or above the district percentage in all subgroups with the exception of African-Americans. Percentages are above the state in the white, disabled and subsidized meal sub-groups. ELA socres met the criteria for AYP.	The percentage of students not meeting proficiency has risen in all subgroups from the 2009 to the 2010 administration of PASS.	
State Standardized Math Scores	The percentage of students scoring Met or Exemplary in 2010 is at or above the district in the disabled sub-group. Percentages are above the state in the disabled and subsidized meal sub-groups.	The percentage of students not meeting proficiency has risen in all subgroups from the 2009 to the 2010 administration of PASS. Math scores are well below the state percentages in most areas and did not meet the criteria for AYP.	

All Schools Summary of Needs Assessment for Teacher/Administrator Quality

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Percentage of Classes not Taught by Highly Qualified Teachers	100% of classes are taught by highly qualified teachers as defined by No Child Left Behind.		
Benchmark Assessment: Diversity of workforce	Jefferson has 6.6% of its certified workforce who are non-white or male.	The percentage of minority teachers should closely reflect the population of the school. At this point, approximately 24% of the student population is non-white and there is only one male teacher on staff.	
Benchmark Assessment: Training for upward mobility	The school and district regularly provide staff development for teachers. They are able to keep current on various topics and are afforded opportunities for free/inexpensive renewal credit.	Staff development does not always provide a means for advancement for those who seek it.	

All Schools Summary of Needs Assessment for School Climate

Recommended Data Sources	Strength	Weakness/Improvement Need	Contributing Factors (optional)
	Identify by Subgroup Performance (as appropriate)	Identify by Subgroup Performance (as appropriate)	
Percentage of Teachers, Students, and Parents Satisfied with Home-school relations	96% of parents and teachers as well as 92% of students are satisfied with home-school relations as identified by the 2010 state report card.	Parent and Student statistics are determined by one grade level. With the small sample group, a few negative responses can make a big difference in percentages. Maintaining high percentages can be difficult if attention is not given to maintaining established relationships.	
Suspension/Expulsion Rate	Over 92.5% of students remain in the learning environment for the duration of the school day. These students are able to receive instruction in its entirety without being removed from the classroom.	Approximately 34 students have been removed from the learning environment at least one day due to misbehavior during the school year. 21 received out of school suspensions for their actions, while 13 received in-school suspension. These 34 students (7.5 % of the population) have generated 62 incidents of ISS or OSS.	

Executive Summary of Needs Assessment (Summary of Conclusions)

Student Achievement	
Elementary/Middle School (3 - 8)	
1.	Jefferson must explore and create appropriate support systems to meet the needs of all students.
2.	An organized effort must be implemented in order to identify the needs of students in all sub-groups of the ELA PASS test. These efforts must encompass on-going teacher and administration training in the areas of differentiated instruction as well as expanded use of data and technology.
3.	An organized effort must be implemented in order to identify the needs of students in all sub-groups of the Mathematics PASS test. These efforts must encompass on-going teacher and administration training in the areas of differentiated instruction as well as expanded use of data and technology.
4.	An organized effort must be implemented in order to identify the needs of students in all sub-groups of the Science PASS test. These efforts must encompass on-going teacher and administration training in the areas of differentiated instruction as well as expanded use of data and technology.
5.	An organized effort must be implemented in order to identify the needs of students in all sub-groups of the Social Studies PASS test. These efforts must encompass on-going teacher and administration training in the areas of differentiated instruction as well as expanded use of data and technology.
Teacher/Administrator Quality	
6.	Maintaining 100% Highly Qualified teachers will need to be a purposeful act. During the hiring process, only highly qualified candidates should be considered.
7.	Conscious efforts must be made to hire minorities when possible. In order to have a pool of qualified applicants, school and district administrators must actively seek to diversify available applications.
8.	Staff members who have potential for upward mobility need to be identified as early as possible and encouraged to try out new responsibilities as well as be provided with staff development to prepare them for a move up.
School Climate	
9.	Maintaining established relationships with parents and other stakeholders will be best served by improving upon communication, providing opportunities for involvement in the school and cultivating partnerships within the community.
10.	A small population of our school is missing instruction due to repeated misbehavior. In order to reduce time out of the classroom and disruption to the classroom, Jefferson needs to explore options. Student misbehaviors stem from circumstances such as situations on the school bus, bullying, as well as a lack of engagement in the classroom. Parents, teachers, administrators and students need to be educated on rules/policies and need guidance when there are issues that need to be addressed by other professionals.

Performance Goal

Performance Goal Area	School Climate					
Performance Goal (desired result of student learning)	Reduce the incidence of in and out of school suspensions as recorded in PowerSchool					
Interim Performance Goal	1a: Reduce the incidence of in school suspensions reported in PowerSchool as noted below. 1b: Reduce the incidence of out of school suspensions reported in PowerSchool as noted below.					
Data Sources	PowerSchool					
Overall Measures						
Measure	Average Baseline	2011/12	2012/13	2013/14	2014/15	2015/16
In-School Suspension	25	20	19	18	17	16
Actual:		7	43	4	31	
Out of School Suspension	4	4	4	4	3	3
Actual:		14	8	26	31	

Action Plan

Strategy #1: Reduce the number of school bus discipline suspensions.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Continue to build positive relationships between the school and the bus drivers who serve us	Aug. 2011-May 2016	Principal, Assistant Principal, Transportation Director	No cost	Not applicable	Activities and recognition to build relationship between the school and drivers- Continuing
2. Continue to utilize surveillance cameras on buses during investigations	Aug. 2011-May 2016	Principal, Assistant Principal	\$433.00	Transportation Funds	Use of camera footage during investigations - Continuing
3. Communicate bus rules and regulations to parents and students throughout the year	Aug. 2011-May 2016	Principal, Assistant Principal, Classroom Teachers	No cost	Not applicable	Communicate rules and regulations in handbooks, newsletters, websites, etc.- Continuing
4. Provide avenues for drivers and principals to work collaboratively to address school bus discipline issues and concerns	Aug. 2011-May 2016	Transportation Director Assistant Superintendent Director of Student Services	No cost	Not applicable	Active communication between drivers and principals - Continuing
5. Develop a reward system for good behavior on the school bus	Aug. 2011-May 2016	Principal, Assistant Principal, Guidance Counselor, Teachers	\$100	local funds	Students rewarded each nine weeks for good behavior on the school bus - Continuing
6. Continue to develop relationships between school administration and families	Aug. 2011-May 2016	Principal, Assistant Principal	None	Not applicable	School administration communicating regularly with parents - Continuing
Strategy #2: Implement school wide bullying prevention program.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Educate parents and students regarding the district/school policy on bullying, intimidation and harassment	Aug. 2011-May 2016	Director of Elementary Education Director of Secondary Education Director of Instruction/ Assessment Principals	No Cost	Not Applicable	Policy communicated through handbooks, newsletters, website, etc.- Continuing
2. Identify effective instructional resources to prevent bullying, harassment and intimidation for integration into classroom instruction	Aug. 2011-May 2016	Director of Elementary Education Director of Secondary Education Director of Instruction/ Assessment Principals	\$300	District Funds	List of identified instructional materials related to prevention of bullying, harassment and intimidation - Continuing
3. Offer and/or require focused group sessions or counseling for identified groups of students	Aug. 2011-May 2016	Assistant Superintendent Principals	Costs covered in strategy 4 below	Costs covered in strategy 4 below	Established groups meeting on a regular basis- Continuing
Strategy #3: Expand implementation of character education.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Expand programs in the school related to character development and positive behavior	July 1, 2011-May 2016	Principal, Assistant Principal, Guidance Counselor	\$600	PTOs, grants, community partnerships	Expansion of existing character development and positive behavior reinforcement- Continuing
2. Identify available speakers and resources to expand the implementation of character education	July 1, 2011-May 2016	Guidance Counselor Grants Coordinator	No cost	Not applicable	Compiled list of speakers and resources related to character education - Continuing
3. Ensure school has an effective character education program with a variety of options for student and parent participation	July 1, 2011, ongoing	Principal Assistant Principal	\$100	PTOs, grants, community partnerships	Implementation of character education program in school - Continuing
4. Expand student incentives for display of good character and positive behavior	July 1, 2011, ongoing	Principal Assistant Principal	\$100	PTOs, grants, community partnerships	Rewarding students for good character and positive behavior- Continuing
Strategy #4: Continue and expand partnerships with local health and human service agencies					

Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize services from Catawba Mental Health school based mental health counselors	July 1, 2011-May 2016	Director of Finance Superintendent Grants Coordinator	None	Not applicable	Referrals to and consultations with Catawba Mental Health Counselor - Continuing
2. Continue partnership with Keystone and the All on Board Coalition to provide education and intervention strategies for students as needed	July 1, 2011-May 2016	Grants Coordinator Substance Abuse Coordinator	\$2222	Keystone's SDFS grant and adolescent grant	Use of Keystone and All on Board Coalition services when needed - Continuing
Strategy #5: Implement a plan to educate staff to effectively manage student behaviors.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development for teachers and administrators on behavior management, classroom management, and working with difficult students	Aug. 2011-May 2016	Director of Human Resources. Director of Instruction/ Assessment	\$33	PDSI	Timeline of professional development for teachers and administrators on behavior management, classroom management, and working with difficult students - Continuing
2. Utilize resources available for schools to conduct book talks on relevant topics related to classroom management and managing difficult student behaviors	Jan. 2011-May 2012	Director of Human Resources. Director of Instruction/ Assessment Principals	\$55	PDSI	Participation of staff in book talks on classroom management and managing difficult students - Continuing

Performance Goal

Performance Goal Area	School Climate					
Performance Goal (desired result of student learning)	Maintain home/school relations as noted by annual school survey responses.					
Interim Performance Goal	2a. Improve home/school relations as noted by parents by annual school survey responses. 2b. Improve home/school relations as noted by teachers by annual school survey responses. 2c. Improve home/school relations as noted by students by annual school survey responses.					
Data Sources	Annual school survey responses.					
Overall Measures						
Measure	Average Baseline	2011/12	2012/13	2013/14	2014/15	2015/16
Parents	96%	96%	96%	96%	96%	96%
Actual:		87.7%	80.7%	63.2	TBD	
Teachers	96%	96%	96%	96%	96%	96%
Actual:		85.7%	90.4%	63.2	TBD	
Students	92%	92%	92%	92%	92%	92%
Actual:		87.8%	86.7%	63.2	TBD	

Action Plan

Strategy #1: Expand special events to entice parents to visit the school.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Work with PTO to plan events to encourage parents to visit the schools.	Aug. 2011, ongoing	Principal and Assistant Principal	\$55	PTO	Planning and holding events to encourage parents to visit the school- Continuing
Strategy #2: Implement a plan to educate staff, parents and the community on relevant topics					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Provide professional development for teachers and administrators on effective communication and efficient conferencing.	October 2011	M Duncan, HR Dir. M Rowland, Dir.Inst and Assmt Principals	\$33	PDSI	Teachers and administrators participating in professional development on effective communication and efficient conferencing.- Continuing
2. Develop a volunteer program for the school to include recruitment, training, screening, and effectively using volunteers in schools.	Jan. 2011-May 2012	M Duncan, HR Dir. L. Spangler, Grant Coord. Principal	\$55	Local Funds	Implementation of volunteer program - Complete
3. Share ideas among schools.	August 2011, ongoing	Principal	No cost	Not applicable	Sharing of ideas between schools- Continuing
Strategy #3: STRATEGY 2.3: Maximize use of varied methods of communication and expand communication efforts.					
Action Step	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Schedule, advertise, and hold parent/teacher conference dates	Sept. 2011, spring 2012	Principal	No cost	Not applicable	Advertising and holding parent/teacher conference dates - Complete
2. Promote use of Parent Portal by parents to access student information via notification and education	Aug. 2011, ongoing	R Stemmer, Tech Dir Principal	No cost	Not applicable	Informational sessions during PTO meetings, conferences, etc.- Continuing
3. Continue use of School Messenger to send out phone tree messages	July 1, 2011, ongoing	Principal or designess	\$750.00	General fund	Use of School Messenger to keep parents and staff informed - Continuing
4. Continue use of school newsletters, website and email to share information	July 1, 2011, ongoing	Technology Director Principal	\$66	PTO	Use of school newsletters, website and email to share information - Continuing
5. Examine feasibility of establishing business partnerships to promote parent involvement in teacher conferences and school activities.	Sept. 2011, ongoing	M. Duncan, HR Dir N Davis, Dir Stud. Services	No cost	Not applicable	Discussion with local businesses to promote parent involvement in school- Continuing

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	Increase student performance to meet the state’s projected progress objectives eliminating the achievement gap of underperforming sub-groups.					
Interim Performance Goal	The mean scale score of students tested on PASS will meet or exceed the Annual Measurable Objectives for student performance in ELA,mathematics, Science and Social Studies as determined by the state.					
Data Sources	The school will use PASS data, Diagnostic Reading Assessment, Measures of Academic Progress, and classroom assessments to measure progress toward meeting or exceeding the Annual Measurable Objectives for student performance in ELA and mathematics.					
Overall Measures						
Measure	Average Baseline	2011/12	2012/13	2013/14	2014/15	2015/16
PASS English Language Arts	All students= 70.9% African-Amer. = 51.9% Disabled = 48.2% Subsidized meals = 64.8%	630	635	640	645	650
Actual:		652.4 AA = n/a Disabled = n/a Subsidized = 639.1	645.3 AA = n/a Disabled =n/a Subsidized = 634.8	624.3 AA=n/a Disabled =611.6 Subsidized=618.3		
PASS Mathematics	All students= 63.2% African-Amer. = 35.2% Disabled = 48.2% Subsidized meals = 57.5%	630	635	640	645	650
Actual:		643.5 AA = n/a Disabled = n/a Subsidized meals =636.1	634.6 AA = n/a Disabled = n/a Subsidized = 624.3	617.3 AA=n/a Disabled =603.9 Subsidized= 607.5		
PASS Science	N/A	630	635	640	645	650
Actual:		618.6 AA = n/a Disabled = n/a Subsidized meals = 608.8	609.6 AA = n/a Disabled = n/a Subsidized = 600.3	614.3 AA=n/a Disabled =n/a Subsided =602.1		
PASS Social Studies	N/A	630	635	640	645	650
Actual:		626.0 AA = n/a Disbled population = n/a Subsidized meals = 614.9	630.5 AA = n/a Disabled = n/a Subsidized = 625.2	621.1 AA=n/a Disabled =n/a Subsidized= 612.5		

Action Plan

Strategy #1: Implement literacy, numeracy, and technology “best practices” strategies across the curriculum to improved student performance.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Facilitate horizontal and vertical alignment of curriculum within grade levels throughout the school	Fall 2011 to Spring 2016	Principal, Assistant Principal, Literacy Coach, Director of Elementary Programs, Technology Coach	None	Not applicable	Horizontal and vertical alignment of curriculum within grade levels throughout the school- Continuing
2. Assist teachers with instructional strategies to differentiate instruction.	Fall 2011 to Spring 2016	Principal, Assistant Principal, Literacy Coach, Director of Elementary Programs, Technology Coach	\$100	local funds	Differentiation of instruction in classrooms throughout the school- Continuing
3. Provide professional development related to using data to inform instruction	Fall 2011 to Spring 2016	Principal, Assistant Principal, Literacy Coach, Director of Elementary Programs, Technology Coach	None	Not applicable	Conduct professional development sessions related to using data- Continuing
4. Provide professional development related to student engagement and rigor.	Fall 2011 to Spring 2016	Principal, Assistant Principal, Literacy Coach, Director of Elementary Programs, Technology Coach	None	Not applicable	Conduct professional development sessions related to student engagement and rigor- Continuing
5. Provide opportunities for PK- 4 teachers/administrators to participate in state conferences/workshops/institutes.	Fall 2011 to Spring 2016	Principals	\$2000	Title I Local funds	Teachers and administrators participating in state conferences/workshops/institutes- Continuing
6. Utilize Reading Recovery staff and materials	Fall 2011 to Spring 2016	Principal, Assistant Principal, Reading Recovery Teacher, Classroom teachers	None	Not applicable	Students participating in Reading Recovery- Continuing
7. Provide funds for expanded literacy instructional materials for teachers and parents.	Fall 2011 to Spring 2016	Principal	\$1000	General fund	Addition of literacy materials- Continuing
8. Assist teachers with MAP implementation and data analysis to design student interventions.	Fall 2011 to Spring 2016	Principal, Assistant Principal, Literacy Coach, Director of Elementary Programs, Technology Coach	None	Not applicable	Implementation of student interventions- Continuing
9. Provide resources and continued training for optimal use of Testview and Test Trakker.	Fall 2011 to Spring 2016	Principal, Assistant Principal, Literacy Coach, Director of Elementary Programs, Technology Coach	None	Not applicable	Training sessions for optimal use of TestView and Test Trakker - Continuing TestView; discontinuing Test Trakker due to funding.
10. Utilize Literacy Coach to enhance literacy instruction.	Fall 2011 to Spring 2016	Principal, Assistant Principal	None	Not applicable	Literacy Coach working with and training classroom teachers - Discontinuing due to funding
11. Implement writing across the curriculum.	Fall 2011 to Spring 2016	Principal, Assistant Principal, Literacy Coach, Classroom Teachers	None	Not applicable	Writing assignments in all subject areas- Continuing
12. Increase effective use of technology by providing technology training based on best practices to teachers throughout the year.	Fall 2011 to Spring 2016	Technology Coach Principal	None	Not applicable	Conduct training sessions on best practices in technology- Continuing
13. Utilize a Technology Coach to provide technology integration support to teachers as needed throughout the year.	Fall 2011 to Spring 2016	Principal Literacy Coach	None	Not applicable	Technology Coach providing technology integration support to teachers - Continuing
14. Support classroom teachers and keep up-to-date with modern technologies by providing additional and updated technology hardware and software.	Fall 2011 to Spring 2016	Principal Director of Technology Technology Coach	\$2000	local funds, district funds, PTO, grant funding	Modern technologies in classrooms- Continuing
15. Implement instruction in mathematical thinking processes and strategies.	Fall 2011 to Spring 2016	Technology Coach Director of Instruction/Assessment Director of Elementary Programs Director of Secondary Programs	None	Not applicable	Instruction which includes mathematical thinking processes and strategies- Continuing
16. Increase effective use of manipulatives and hands-on experiences during mathematics instruction.	Fall 2011 to Spring 2016	Principal Technology Coach Director of Instruction/Assessment Director of Elementary Programs Director of Secondary Programs	\$500	general fund	Effective use of manipulatives and hands-on experiences during mathematics instruction - Continuing

Performance Goal

Performance Goal Area	Student Achievement					
Performance Goal (desired result of student learning)	Create and sustain a college-going and career readiness culture throughout grades K-4.					
Interim Performance Goal	The percent of students in all subgroups scoring met or exemplary on PASS will meet or exceed the Annual Measurable Objectives for student performance in ELA, mathematics, Science and Social Studies.					
Data Sources	The school will use PASS data, Diagnostic Reading Assessment, Measures of Academic Progress, and classroom assessments to measure progress toward meeting or exceeding the Annual Measurable Objectives for student performance in ELA and mathematics.					
Overall Measures						
Measure	Average Baseline	2011/12	2012/13	2013/14	2014/15	2015/16
PASS English Language Arts	All students= 70.9% African-Amer. = 51.9% Disabled = 48.2% Subsidized meals = 64.8%	630	635	640	645	650
Actual:		All students= 652.4 African-Amer. = 603.4 Disabled = 611.1 Subsidized meals = 639.1 AA= n/a Disabled=n/a Subsidized meals =639.1	645.3 AA = n/a Disabled =n/a Subsidized = 634.8	624.3 AA=n/a Disabled =611.6 Subsidized=618.3		
PASS Mathematics	All students= 63.2% African-Amer. = 35.2% Disabled = 48.2% Subsidized meals = 57.5%	630	635	640	645	650
Actual:		All students= 643.5 African-Amer. = 603.4 Disabled = 611.9 Subsidized meals = 636.6	634.6 AA = n/a Disabled = n/a Subsidized = 624.3	617.3 AA=n/a Disabled =603.9 Subsidized=607.5		
PASS Science	TBD	630	635	640	645	650
Actual:		All students= 618.6 African-Amer. = 590.4 Disabled = 598.8 Subsidized meals = 608.8	609.6 AA = n/a Disabled = n/a Subsidized = 600.	614.3 AA=n/a Disabled =n/a Subsided =602.1		
PASS Social Studies	TBD	630	635	640	645	650
Actual:		All students= 626.0 African-Amer. = 592.5 Disabled = 614.7 Subsidized meals = 614.9	630.5 AA = n/a Disabled = n/a Subsidized = 625.2	621.1 AA=n/a Disabled =n/a Subsidized=612.5		

Action Plan

Strategy #1: Create appropriate and effective support structures to address the needs of all students as well as the individual student.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Facilitate horizontal and vertical alignment of curriculum within grade levels throughout the school.	Fall 2011 to Spring 2016	Principal, Assistant Principal, Literacy Coach, Director of Elementary Programs, Technology Coach	None	Not applicable	Horizontal and vertical alignment of curriculum within grade levels throughout the school- Continuing
2. Assist teachers with instructional strategies to differentiate instruction.	Fall 2011 to Spring 2016	Principal, Assistant Principal, Literacy Coach, Director of Elementary Programs, Technology Coach	\$100	local funds	Differentiation of instruction in classrooms throughout the school- Continuing
3. Provide professional development related to using data to inform instruction	Fall 2011 to Spring 2016	Principal, Assistant Principal, Literacy Coach, Director of Elementary Programs, Technology Coach	None	Not applicable	Conduct professional development sessions related to the use of data to inform instruction- Continuing
4. Provide professional development related to student engagement and rigor.	Fall 2011 to Spring 2016	Principal, Assistant Principal, Literacy Coach, Director of Elementary Programs, Technology Coach	None	Not applicable	Conduct professional development sessions related to student engagement and rigor- Continuing
5. Support classroom teachers and keep up-to-date with modern technologies by providing additional and updated technology hardware and software.	Fall 2011 to Spring 2016	Principal Director of Technology Technology Coach	\$2000	local funds, district funds, PTO, grant funding	Modern technologies in classrooms- Continuing
6. Provide extra time and extra help for students before, during and after school	Fall 2011 to Spring 2016	Principals Coordinator of Special Projects Director of Elementary Programs Director of Secondary Programs EIS Personnel	None	Not applicable	Opportunities for extra time and extra help for students before, during and after school- Continuing
7. Utilize Early Intervention Services and materials.	Fall 2011 to Spring 2016	Principal, Reading Recovery Teacher, Literacy Coach	None	Not applicable	Providing Early Intervention Services for students - Continuing
8. Utilize Literacy Coach to enhance literacy instruction.	Fall 2011 to Spring 2016	Principal, Assistant Principal	None	Not applicable	Literacy Coach working with and training classroom teachers. Discontinuing due to funding.
9. Provide Professional Development on characteristics and instructional strategies for disabled students.	Fall 2011 to Spring 2016	Director of Special Services	None	Not applicable	Professional Development on characteristics and instructional strategies for disabled students- Continuing
10. Enhance collaboration of regular education teachers and special education staff.	Fall 2011 to Spring 2016	Director of Special Services Principals Director of Instruction/Assessment Director of Elementary Programs Director of Secondary Programs	None	Not applicable	Regular education and special education staff collaborating on a regular basis- Continuing

Performance Goal

Performance Goal Area	Teacher/Administrator Quality					
Performance Goal (desired result of student learning)	By 2016-2017 school year, 100% of classes will be taught by Highly Qualified teachers as defined by No Child Left Behind Act.					
Interim Performance Goal	By 2011, the district will have recruited and retained Highly Qualified teachers as defined by the No Child Left Behind Act.					
Data Sources	SC Department of Education statistics on teachers of core academic subjects					
Overall Measures						
Measure	Average Baseline	2011/12	2012/13	2013/14	2014/15	2015/16
Percentage of Highly Qualified Teachers	100%	100%	100%	100%	100%	100%
Actual:		100%	100%	100%	100%	

Action Plan

Strategy #1: Maintain a Highly Qualified work force.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Recruit, interview and offer employment only to those teachers that are considered highly qualified pursuant to state and federal law.	July 2011-June 2016	Director of Human Resources	\$500	Professional Development Funds	Recruit, interview and offer employment only to teachers that are highly qualified- Continuing
2. Attend teacher job fairs and communicate the need with the colleges/universities to send "highly qualified" persons to fill vacancies.	July 2011-June 2016	Director of Human Resources	\$500	Professional Development Funds	Attendance of job fairs and communication with colleges/universities.- Continuing
3. Maintain the school's alliance with Winthrop University and NetSCOPE initiative by becoming a partner school.	July 2011-June 2016	Principal Literacy Coach	Funding covered by the NetSCOPE	Not applicable	Serving as a Partner School in the Winthrop NetSCOPE initiative.- Continuing
4. Continue to develop positive critical attributes which promote the school image to attract a highly qualified workforce.	July 2011-June 2016	Principal Assistant Principal Teachers	No cost	Not applicable	Created items to improve school image.- Continuing
5. Expand opportunities for certificate renewal and professional development for certified staff to acquire Highly Qualified Status	July 2011-June 2016	Director of Human Resources Director of Elementary Programs Director of Secondary Programs Director of Instruction and Assessment	\$2,000	Professional Development Funds Title One Participant cost	Providing opportunities for certificate renewal and professional development.- Continuing
6. Communicate with teachers of courses which address and meet Highly Qualified certification	July 2011-June 2016	Director of Human Resources Curriculum Dept.	No cost	Not applicable	Emails and newsletters announcing courses for HQ certification.- Continuing

Performance Goal

Performance Goal Area	Teacher/Administrator Quality					
Performance Goal (desired result of student learning)	By 2016, the district will increase the diversity of its workforce.					
Interim Performance Goal	By 2011, the district will strive to recruit and retain a diversified workforce that is also Highly Qualified as defined by the No Child Left Behind Act.					
Data Sources	SC Department of Education statistics and the district’s PCS report.					
Overall Measures						
Measure	Average Baseline	2011/12	2012/13	2013/14	2014/15	2015/16
Teachers who are male or race other than white	3	5% increase over baseline year	5% increase over baseline year	5% increase over baseline year	5% increase over baseline year	5% increase over baseline year
Actual:		4	5	4	5	

Action Plan

Strategy #1: Build and maintain an applicant pool with various ethnicities, genders, backgrounds and bi-lingual candidates					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Utilize the use of media to attract and build a qualified diverse staff throughout the school.	Spring 2011-June 2016	Principals	No cost	Not applicable	Use of multiple media to attract a qualified work force- Continuing
2. Utilize district applicant pool containing various ethnicities, genders, and candidates.	Spring 2011-June 2016	Principals	No cost	Not applicable	Use of district applicant pool when hiring- Continuing

Performance Goal

Performance Goal Area	Teacher/Administrator Quality					
Performance Goal (desired result of student learning)	By 2016 the school will increase efforts in encouraging and training district personnel for upward mobility and advancement.					
Interim Performance Goal	By 2011, through surveys, observations, goal setting conferences (i.e. GBE, annual conferences) etc. the school will begin identifying personnel interested in expanding personal job goals.					
Data Sources	Surveys, observations, individual evaluations, conferences.					
Overall Measures						
Measure	Average Baseline	2011/12	2012/13	2013/14	2014/15	2015/16
Percentage of participants in upward mobility training	7%	2% increase over the baseline year	2% increase over the baseline year	2% increase over the baseline year	2% increase over the baseline year	2% increase over the baseline year
Actual:		28.6%				

Action Plan

Strategy #1: Provide opportunities to school personnel for advancement.					
Action Step (List the processes to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives etc.)	Timeline Start/End Dates	People Responsible	Estimated Cost	Funding Source	Indicators of Implementation
1. Identify personnel with potential for growth through conversations, observations, certifications and recommendations	Spring 2011 – June 2016	Director of Human Resources Principals District Administrators	No cost	Not applicable	List of identified personnel- Continuing
2. Provide, in a non-threatening environment, opportunities to elevate in diversified areas of interest	Spring 2011 – June 2016	Director of Human Resources Principals District Administrators	No cost	Not applicable	Opportunities provided to identified personnel- Continuing
3. Communicate opportunities and qualifications through various media to enhance conditions for advancement.	Spring 2011 – June 2016	Director of Human Resources Principals District Administrators	No cost	Not applicable	Use of various media to communicate opportunities and qualifications- Continuing