Whittaker Elementary School
(Team WildC.A.T.S.- Collaborating to Achieve Team Success)

Annual Report to Parents
2015-2016

Dr. Casandra H. Jenkins, Principal

Mission Statement

Whittaker Elementary School exists to ensure academic success for all students.

Goal 1: Increase Student Learning
>   OCSD5will meet performance standards yearly on local, state, and national tests while closing the achievement gap.

Goal 2: Improve Resource Management
>   The district will base all financial decisions on all zero-based budget protocol to ensure that they are matched with district goals and the strategic plan.

Goal 3: Improve Human Capital
>   The district will focus on retaining, training, and developing the best personnel at all levels by utilizing a yearly evaluation system, as well as recruiting highly qualified personnel according to national, state, and district guidelines.

Goal 4: Increase Engagement
>   The district will increase opportunities that promote stakeholder involvement and engagement each year.

Goal 5: Safety Above All Else
>   All stakeholders will be satisfied with the safety and security of the school climate in OCSD5 as measured by national, state, and local data in the areas of learning environment, home-school relations, social, and physical environment.

Accomplishments

Whittaker Elementary School continues to achieve and remains in the forefront of education across Orangeburg County. The school has most recently achieved the following accomplishments:

- Federal Report Card Rating of 100%---The highest possible rating.
- Whittaker teachers have been recognized every year since the inception of the District 80% or Higher Teacher Luncheon. Only teachers that had students to achieve high scores on the SC Palmetto Assessment of State Standards (PASS) test have been recognized for this great accomplishment.
- National Race to the Top Grant Recipients of $25 Million Dollars
- Just Say No to Drugs Drill Team has been 1st Place Winners in all Parades and Competition Events since its inception.
- 21st Century Afterschool students have been recognized as the Orangeburg County Relay for Life Kick-Off Guests for their work and research on the different types of cancer. The students have raised a total of $1,010.00. All funds were donated to the Mabry Cancer Center of Orangeburg.
- The 21st Century Afterschool Program has been recognized as District Winners of the Afterschool Program Competition every year since its inception.
  The focus of the afterschool program is to ensure hands-on experiences with real-world activities in the areas of (Science, Technology, Engineering, and Mathematics. The program is affectionately known as S.T.E.A.M.)
- 21st Century students honored senior citizens in a Senior's Hour of Fun Game Day where they were featured in the Times and Democrat. The students hosted guests in ages as high as 92 and 93 years old.
- District Principal of the Year
- District Teacher of the Year Finalist
- Palmetto Silver Academic Reward Recipients

Stakeholders

Position	Name
1. **Principal**	Dr. Casandra H. Jenkins
2. **Teacher**	Dr. Alfreda Jamison
3. **Parent/Guardian**	Ms. Dionne Ulmer
4. **Community Member**	Mrs. Willa Maynard
5. **School Improvement Council**	Dr. Teresa Chandler
Others: (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	
Assistant Principal	Mr. Fred Mack
Reading Coach	Mrs. Lisa Axson
Enterprise Learning Coach	Dr. Teresa Jennings
Digital Resource Coach	Mrs. Denise Simpson
Guidance Counselor	Mrs. Ruby Edwards

Action Plans The following goals for Whittaker are listed as action plans for all core academics areas.

Performance Goal Area 1: English Language Arts

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority

PERFORMANCE GOAL 1: (desired result of student learning)	By 2015-2016, all students will continue to meet or exceed 80% passing rate in English Language Arts.
INTERIM PERFORMANCE GOAL:	The percentage of students in grades 3, 4, and 5 who score met and above on ELA PASS will increase over the prior year's percentage scoring met and above annually.
DATA SOURCE(S):	The Palmetto Assessment of State Standards (English Language Arts)

OVERALL MEASURES: * Projected Performance

School Average 2010-2011 Baseline		2011-2012	2012-2013	2013-2014*	2014-2015*	2015-2016*
Gr. 3	**87.4**%	88%	88.5%	89%	89.5%	90%
Gr. 4	**83.6**%	84%	86%	88%	89%	90%
Gr. 5	**83.8**%	84%	86%	88%	89%	90%
Gr. 6						90%
Gr. 7						90%
Gr. 8						90%
HSAP						90%
EOCEP						90%
SAT-V						600
SAT-W						600
SAT-M						600
ACT-Composite						25
AP						90%
IB						90%

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
The Administrative Team will lead school-wide professional development bi-monthly to incorporate Race to the Top Grant Initiatives and Goals and school monthly data.	**PASS Reading** **Literary Texts** 2012 / 2013 3rd---9.3% / 3rd---21.2% 4th---2.5% / 4th---9.0% 5th---19.5% / 5th---10.8% **Informational Texts** 2012 / 2013 3rd---16.3% / 3rd---21.2% 4th---10.0% / 4th---13.5% 5th---15.6% / 5th---4.8% **Building Vocabulary** 2012 / 2013 3rd---9.3% / 3rd---7.1% 4th---8.8% / 4th---24.7% 5th---10.4% / 5th---6.0% **Researching** 2012 / 2013 3rd---11.6% / 3rd---12.9% 4th---10.0% / 4th---11.2% 5th---39.0% / 5th---9.6%	To improve teacher capacity to instruct students in the manner that they will be required by real world experiences and the state standardized assessment.	Percentage of students scoring "not met" will decrease as a result of instruction based on the school led PD	Administrative Team Teachers Students Parents Media Specialist Reading Coach Enterprise Learning Coach AR Coach DRC	Google Doc Surveys completed by the Teacher Instructional Logs	Common Assessments STAR Testing Benchmark Testing	School Data District Pacing Guide PD Days $10,000.00 (Subs)	Weekly from July 2015-May 2016
Teachers will introduce, teach, and assess students on High Frequency Words (HFW) in Pre-K through 2nd Grades and Test Taking Vocabulary (TTV) in 3rd-5th Grades to ensure reading fluency and comprehension of standardized assessment vocabulary.	**PASS Reading** **Literary Texts** 2012 / 2013 3rd---9.3% / 3rd---21.2% 4th---2.5% / 4th---9.0% 5th---19.5% / 5th---10.8% **Informational Texts** 2012 / 2013 3rd---16.3% / 3rd---21.2% 4th---10.0% / 4th---13.5% 5th---15.6% / 5th---4.8% **Building Vocabulary** 2012 / 2013 3rd---9.3% / 3rd---7.1% 4th---8.8% / 4th---24.7% 5th---10.4% / 5th---6.0% **Researching** 2012 / 2013 3rd---11.6% / 3rd---12.9% 4th---10.0% / 4th---11.2% 5th---39.0% / 5th---9.6%	To build fluency in reading and students' abilities to work effectively to identify the following reading components: • Fact & Opinion • Inferences • Graphic Features • Draw Conclusions	Students will improve in comprehension and fluency of reading	Administrative Team Teachers Students Parents Media Specialist Reading Coach Enterprise Learning Coach DRC	Weekly review of HFW Assessments by Teachers Printed AR Reports by Media Specialist Nine Weeks Reading Challenges	Number HFW mastered by each student Number of AR points earned per student, class, and grade level Number of TTV mastered by each student	FRY Word List Test Taking Comprehension Word List $5,000.00 (Paper, Ink)	August 2015-May 2016

Teachers will lead a PD sessions based on the creation of quality Common Assessments	**PASS Reading** **Literary Texts** 2012 2013 3rd---9.3% 3rd---21.2% 4th---2.5% 4th---9.0% 5th---19.5% 5th---10.8% **Informational Texts** 2012 2013 3rd---16.3% 3rd---21.2% 4th---10.0% 4th---13.5% 5th---15.6% 5th---4.8% **Building Vocabulary** 2012 2013 3rd---9.3% 3rd---7.1% 4th---8.8% 4th---24.7% 5th---10.4% 5th---6.0%	To build student capacity across all grade levels in assessment creation therefore positively impacting daily instruction	Teachers will increase their knowledge and apply the level of rigor to all teacher-made assessments	Teachers Students Coaches DRC	Progress monitoring and STAR Results	Comprehensive Benchmarks Weekly Assessments Administrative Checkpoints District Benchmarks	Benchmark Tests STAR Tests	September 2015-May 2016
Special Ed. (SPED) Teachers will use the Voyager Intervention Program with identified students in grades 1st -5th	Read Well Assessments	To build student comprehension, fluency, decoding/word recognition vocabulary development to recognize grade level high frequency words	Students will score 80% or above on Benchmark Assessments, teacher-made assessments and STAR	Teachers Students Teachers DRC	Passport Results STAR Results	Passport Assessments Comprehensive Benchmarks Mini Assessments VPORT Results	Read Well Materials Benchmark Tests VPORT Results	September 2015-May 2016
An Enterprise Learning Approach will be employed across grade levels to study enterprise learning trends	Race to the Top Grant	To create model enterprise learning classrooms within the building	Students will be exposed to 21st Century Learning Competences	Administrative Team Teachers Teaching and Learning Coaches	Progress monitoring Data Grant Components Best Practices	Progress monitoring Monthly Data Grant Components Best Practices	PBL Strategies Field Trips Fees and Funding Items for Projects	September 2015-May 2016
One Book, One Community Project	**The World According to Humphrey**	To promote a literacy rich school environment and to improve Home/School Connections	Students will be actively engaged in a daily read aloud by the teacher	Teachers Teaching and Learning Coaches Administrative Team DRC	Book Reading Calendar Morning Announcements	Comprehension Questions with Prizes on Daily Announcements Create a parallel book based on the story and publish school-wide	The Book Prizes Daily Comprehension Questions $5,000.00	Daily, during ELA block for all classes

Performance Goal Area 2: Mathematics

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority

PERFORMANCE GOAL 1: (desired result of student learning)	All students will meet or exceed 80% passing rate in Mathematics.
INTERIM PERFORMANCE GOAL:	The percentage of students in grades 3, 4, and 5 who score met and above on Math PASS will increase over the prior year's percentage scoring met and above annually.
DATA SOURCE(S):	The Palmetto Assessment of State Standards (Mathematics)

OVERALL MEASURES: * Projected Performance

School Average 2010-2011 Baseline		2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016*
Gr. 3	83.9%	84%	86%	88%	89%	90%
Gr. 4	84.9%	85%	87%	88%	89%	90%
Gr. 5	68.9%	75%	80%	85%	89%	90%
Gr. 6						90%
Gr. 7						90%
Gr. 8						90%
HSAP						90%
EOCEP						90%
SAT-V						600
SAT-W						600
SAT-M						600
ACT-						25
AP						90%
IB						90%

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
The school will engage in Mad Math Minutes Sessions for one hour each month.	Baseline data will be obtained from ACT Aspire 1015	To review high stakes math skills and strategies taught for the month through project based activities.	Students will score 80% or above on assessments	Teachers Students Parents Teaching and Learning Coaches Administrative Team DRC	Observations by Administrative Team Team Meetings Lesson Plan Review with Feedback	Teacher Observations Weekly Assessments Mini Assessments Benchmarks PASS Results	Supplies for each activity Textbooks District Pacing Guide Teaching and Learning Framework $2,000.00	September 2015-May 2016
Sponsor a School-Wide Math Carnival	**PASS Math** **Numbers & Operations** 2012 2013 3rd---9.2% 3rd---14.3% 4th---6.3% 4th---15.7% 5th---26.0% 5th---21.7%	To enable students to perform mathematical operations at school-wide teacher rotation stations.	Students will have a working knowledge of math computations and understand how to use them in their everyday life	Teachers Students Parents Teaching and Learning Coaches Administrative Team DRC	Preview Sharing Session in Faculty Meetings Creation of Snapshot Questions Administrators will approve Math Stations Activities	Teacher Observations Math Snapshots after the Carnival	**Stations** **Prizes** **Tables** **Supplies** District Pacing Guide 3,000.00	September 2015-May 2016
The school will sponsor a Math Bowl	**PASS Math** **Measurement** 2012 2013 3rd---17.2% 3rd---23.8% 4th---20.0% 4th---33.7% 5th---35.5% 5th---22.9%	Students will be able to apply the knowledge and skills taught in the classroom and apply it to real world experiences.	Students will score 80% or above on benchmark assessments, teacher-made assessments	Teachers Students Parents Teaching and Learning Coaches Administrative Team DRC	Observations by Administrative Team with feedback Teaching and Learning Coaches District Office Curriculum Staff Team Meetings Lesson Plan Review with Feedback STAR Math	Teacher Observations Math Snapshots after the Carnival	Textbooks Voyager Program District Pacing Guide $3,000.00	September 2015-May 2016

Performance Goal Area 3: Science

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority

PERFORMANCE GOAL 1: (desired result of student learning)	All students will meet or exceed 100% passing rate in Science.
INTERIM PERFORMANCE GOAL:	The percentage of students in grades 3, 4, and 5 who score met and above on Science PASS will increase over the prior year's percentage scoring met and above annually.
DATA SOURCE(S):	The Palmetto Assessment of State Standards (Science)

OVERALL MEASURES: * Projected Performance

School Average 2010-2011 Baseline		2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016*
Gr. 3	71.1%	75%	80%	85%	89%	90%
Gr. 4	76.7%	79%	83%	86%	89%	90%
Gr. 5	91.9%	90%	90%	90%	90%	90%
Gr. 6						90%
Gr. 7						90%
Gr. 8						90%
HSAP						90%
EOCEP						90%
SAT-V						600
SAT-W						600
SAT-M						600
ACT-						25
AP						90%
IB						90%

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Teachers will provide students with scientific inquiry skills using problem solving strategies	**PASS Science** **Scientific Inquiry** 2012 2013 3rd---13.6% 3rd---24.4% 4th---5.0%% 4th---14.6% 5th---10.5% 5th---19.0% ************************************** **Habitats and Adaptations** 2012 2013 3rd---13.6% 3rd---46.7% **Earth's Materials and Changes** 2012 2013 3rd---9.3% 3rd---7.1% **Heat and Changes in Matter** 2012 2013 3rd---9.1% 3rd---37.8% **Motion and Sound** 2012 2013 3rd---18.2% 3rd---33.3% ****************************** **Organisms and their Environments** 2012 2013 4th---6.3% 4th---11.2% **Astronomy** 2012 2013 4th---3.8% 4th---11.2% **Weather** 2012 2013 4th---1.3% 4th---6.7% **Properties of Light and Electricity** 2012 2013 4th---8.8% 4th---7.9% ****************************** **Ecosystems; Terrestrial and Aquatic** 2012 2013 5th---18.4% 5th---14.3% **Landforms and Oceans** 2012 2013 5th---10.5% 5th---21.4% **Properties of Matter** 2012 2013 5th---13.2% 5th---7.1% **Forces and Motions** 2012 2013 5th---2.6% 5th---33.3%	Students will be able to apply their knowledge of scientific inquiry skills to everyday life activities such as hunting, weathering, and land formations.	Students will score 80% or above on benchmark assessments, teacher-made assessments and PASS	Teachers Students Parents Teaching and Learning Coaches Science University Coordinator Administrative Team DRC	Observation by Administrative Team with feedback Teaching and Learning Coaches District Office Curriculum Staff Team Meetings Lesson Plan Review with Feedback	Teachers Observation Weekly Assessments Mini Assessments Benchmarks PASS Results	PLCs Science Kits Science Lab Computers Science University District Pacing Guide Teaching and Learning Framework United Streaming	September 2015-May 2016
Teachers will teach students the properties of matter (including volume, shape, and the movement and spacing of particles) in 3rd grade	**PASS Science** **Heat and Changes in Matter** 2012 2013 3rd---9.1% 3rd---37.8%	Students will be able to apply their knowledge of the properties of matter to everyday life	Students will score 80% or above on benchmark assessments, teacher-made	Teachers Students Parents Teaching and Learning Coaches Science University	Observation by Administrative Team with feedback Teaching and Learning Coaches District Office	Teachers Observation Weekly Assessments Mini Assessments Benchmarks PASS Results	PLCs Science Kits Science Lab Computers Science University District Pacing	September 2015-May 2016

			assessments and PASS	Coordinator Administrative Team DRC	Curriculum Staff Team Meetings Lesson Plan Review with Feedback		Guide Teaching and Learning Framework United Streaming	
Teachers will teach students habitats and adaptations in 3rd grade	**PASS Science** **Habitats and Adaptations** 2012 2013 3rd---13.6% 3rd---46.7%	Students will be able to apply their knowledge of habitats and how animals adapt to their environments to real life experiences.	Students will score 80% or above on benchmark assessments, teacher-made assessments and PASS	Teachers Students Parents Teaching and Learning Coaches Science University Coordinator Administrative Team DRC	Observation by Administrative Team with feedback Teaching and Learning Coaches District Office Curriculum Staff Team Meetings Lesson Plan Review with Feedback	Teachers Observation Weekly Assessments Mini Assessments Benchmarks PASS Results	PLCs Science Kits Science Lab Computers Science University District Pacing Guide Teaching and Learning Framework United Streaming	September 2015-May 2016
Teachers will generate scientific questions using the 5Es (Engage, Explore, Explain, Extend, Evaluate)	Weekly Lesson Plans that include evidence of the 5 Es in science planning.	To help students to become critical Thinkers.	Students will score 80% or above on benchmark assessments, teacher-made assessments and PASS	Teachers Students Parents Teaching and Learning Coaches Science University Coordinator Administrative Team DRC	Observation by Administrative Team with feedback Teaching and Learning Coaches District Office Curriculum Staff Team Meetings Lesson Plan Review with Feedback	Teachers Observation Weekly Assessments Mini Assessments Benchmarks PASS Results	PLCs Science Kits Science Lab Computers Science University District Pacing Guide Teaching and Learning Framework United Streaming	September 2015-May 2016

Performance Goal Area 4: Social Studies

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☐District Priority

PERFORMANCE GOAL 1: (desired result of student learning)	All students will meet or exceed 80% passing rate in Social Studies.
INTERIM PERFORMANCE GOAL:	The percentage of students in grades 3, 4, and 5 who score met and above on Social Studies PASS will increase over the prior year's percentage scoring met and above annually.
DATA SOURCE(S):	The Palmetto Assessment of State Standards (Social Studies)

OVERALL MEASURES: * Projected Performance

School Average 2010-2011 Baseline		2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016*
Gr. 3	81.4	83%	85%	87%	89%	90%
Gr. 4	98.6	90%	90%	90%	90%	90%
Gr. 5	91.9	90%	90%	90%	90%	90%
Gr. 6						90%
Gr. 7						90%
Gr. 8						90%
HSAP						90%
EOCEP						90%
SAT-V						600
SAT-W						600
SAT-M						600
ACT-Composite						25
AP						90%

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Teachers will teach the American Revolution and New Nation in 3rd grade	**PASS Social Studies** **American Revolution & New Nation** 2012 2013 3rd---18.6% 3rd---21.4%	To understand how historical events impact life today as a result of the American Revolution and how we became a new nation.	Students will score 80% or above on benchmark assessments, teacher-made assessments and PASS	Teachers Students Parents Teaching and Learning Coaches TAH Grant Coordinator Administrative Team DRC	Observation by Administrative Team with feedback Teaching and Learning Coaches District Office Curriculum Staff Team Meetings Lesson Plan Review with Feedback	Teachers Observation Weekly Assessments Mini Assessments Benchmarks PASS Results	PLCs Computers TAH Grant District Pacing Guide Teaching and Learning Framework United Streaming	September 2015-May 2016

Performance Goal Area 5: Writing

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority

PERFORMANCE GOAL 1: (desired result of student learning)	All students will meet or exceed 80% passing rate in Writing.
INTERIM PERFORMANCE GOAL:	The percentage of students in grades 3, 4, and 5 who score met and above on Writing PASS will increase over the prior year's percentage scoring met and above annually.
DATA SOURCE(S):	The Palmetto Assessment of State Standards (Writing)

OVERALL MEASURES: * Projected Performance

School Average 2010-2011 Baseline		2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016*
Gr. 3	N/A	N/A	80%	85%	89%	90%
Gr. 4	N/A	N/A	80%	85%	89%	90%
Gr. 5	81.5%	83%	85%	87%	89%	90%
Gr. 6						90%
Gr. 7						90%
Gr. 8						90%
HSAP						90%
EOCEP						90%
SAT-V						600
SAT-W						600
SAT-M						600
ACT-						25
						90%
IB						90%

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
One Book, One Community Project	**The World According to Humphrey**	To promote a literacy rich school environment and to improve Home/School Connections	Students will be actively engaged in a daily read aloud by the teacher	Teachers Teaching and Learning Coaches Administrative Team DRC	Book Reading Calendar Morning Announcements	Comprehension Questions with Prizes on Daily Announcements Create a parallel book based on the story and publish school-wide	The Book Prizes Daily Comprehension Questions $5,000.00	Daily, during ELA block for all classes
Drop Everything and Write (DEW)	Assessment Results from ACT Aspire	To improve students' writing skills	Students will improve writing skills based on a time frame	Teachers Teaching and Learning Coaches DRC	Scored Writings	Writing Rubrics Writing Topics	Six Traits of Writing and Writing on Demand	During the Writing Block
Provide opportunities for all students to write in all content areas.	Benchmark Results PASS results	To enhance student writing skills.	PASS witting scores will maintain or increase above the 80% level.	Teachers Teaching and Learning Coaches DRC	Writing Samples	Benchmarks Common Assessments SDE Writing Rubric	Various writing topics	Daily, as need during the all content area classes.
Participate in school-wide writing	Benchmark Results PASS results	To enhance student writing	Student will develop an	Administrative Team	Writing Samples	Contest Procedures	Various writing topics	Designated times

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
activities and contest.		skills.	individual appreciation for writing.	Teachers Teaching and Learning Coaches DRC		SDE Writing Rubric		throughout the school year
Teachers will teach students the writing process through use of the 6+1 Traits of Writing, Writing on Demand Workbooks, and Triumph Learning Workbooks.	**PASS Writing** **Content & Dev** 2012(Grade 5 ONLY) 2013 17.7% 3rd---14.1% 4th---19.1% 5th---18.1% **Organization** 2012(Grade 5 ONLY) 2013 13.9% 3rd---20.0% 4th---19.1% 5th---19.3% **Voice** 2012(Grade 5 ONLY) 2013 20.3% 3rd---21.1% 4th---19.1% 5th---8.4% **Conventions** 2012(Grade 5 ONLY) 2013 20.3% 3rd---20.0% 4th---27.0% 5th---22.9%	To improve teaching and student learning.	PASS writing scores will maintain or increase above the 80% level.	Administrative Team Teaching and Learning Coaches DRC	Writing Samples	Benchmarks Common Assessments SDE Writing Rubric	Various writing topics Teaching & Learning Framework DOL Books 6+1 Writing traits	Daily, as needed during the Writing Block

Performance Goal Area 6: PARENTAL INVOLVEMENT

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority

PERFORMANCE GOAL 1: (desired result of student learning)	The percentage of parent participation in school activities/events will increase annually.
INTERIM PERFORMANCE GOAL:	By 2012-2013, the percentage of parents who participate in at least 2 or more school activities/events will increase by at least 5 percent per grade level.
DATA SOURCE(S):	School Activities Parent Sign-In Sheets

OVERALL MEASURES: * Projected Performance

School Average 2010-2011 Baseline		2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016*
Parents Attending Conferences	100%	Maintain	Maintain	Maintain	Maintain	90%

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Designate days for parents to visit their children and eat lunch with them.	District Lunch Calendar	Involving parents in student activities	Increase involvement in school.	Principal Assistant Principal Guidance Counselor Cafeteria Manager	Parent Sign-in Sheet	Increased parental involvement in student activities.	Tickets Lunch	August 2015-May 2016

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Improve our Parent Resource Center within the school to improve parenting skills.	Parent Survey	To improve parenting skills.	Decrease in negative student behavior.	Principal Assistant Principal Guidance Counselor	Parent Sign-in Sheet	A decrease in parenting supplies in the Parent Resource of center. Increased parent sign-up for use of the Parenting Center resources.	Parenting skill brochures, posters, and information.	August 2015-May 2016
Schedule programs such as Doughnuts for Dads, Muffins for Moms, Books -n-Breakfast, etc., to encourage parental involvement in the school.	Previous years' sign-in sheets	To involve parents in actives such as Book-n-Breakfast to encourage and support home reading libraries and increase home-school relations.	Increase interest of parent's interest and involvement in student learning and reading.	Principal Assistant Principal	Parent Sign-in Sheet	Increased parental involvement in student activities.	Books Refreshments Flyers	August 2015-May 2016

Performance Goal Area 7: Technology

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.) ☐District Priority

PERFORMANCE GOAL 1: (desired result of student learning)	Technology will be integrated across the curriculum by 100% of the faculty.
INTERIM PERFORMANCE GOAL:	The percentage of faculty and staff who achieve Level I or higher competencies in technology will increase by 20% by 2012-2013.
DATA SOURCE(S):	District Technology Analyst Records

OVERALL MEASURES: * Projected Performance

School Average 2010-2011 Baseline		2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016*
% of Tech Proficient						90%

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Provide a workshop/ training on effective ways of integrating technology.	Teacher Survey	To increase teacher knowledge on the usefulness of technology as a teaching tool.	Increased teacher and student participation in teaching and learning with the utilization of technology.	District TIF	Teacher usage reports	Workshop Evaluation Forms	Computers Whiteboards Projectors Interactive Websites	Agendas Sign-in sheets

Strategy/Activity	Data Source	Purpose	Expected Outcome	Person(s) Responsible	Monitoring Process	Measuring Process	Resources Needed	Timeline
Allow students to use technology as a tool for assisted instruction and to enhance higher order thinking skills.	Student Survey	To increase student knowledge on the usefulness of technology as a learning tool.	Increased student learning with the utilization of technology	Teachers District TIF Media Specialist Digital Resource Coach (DRC)	Lesson plans, classroom observations, and student usage reports.	Student use of technology in assigned work, classroom presentations and published works.	Computers Interactive Whiteboards Projectors Interactive Websites	Teacher Reports Class Assignments
Train all teachers to use management tools effectively.	Teacher Survey	To increase teacher knowledge on the usefulness of technology as a management tool.	Increased teacher participation in teaching and learning with the utilization of technology	District TIF Media Specialist Attendance Clerk DRC	Teacher usage reports	Workshop Evaluation Forms	Computers Whiteboards Projectors Interactive Websites	Agendas Sign-in sheets

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

PERFORMANCE GOAL 3: (desired result of student learning)	The district will focus on retaining, training, and developing the best personnel at all levels by utilizing a yearly evaluation system, as well as recruiting highly- qualified personnel according to national, state, and district guidelines.
INTERIM PERFORMANCE GOAL:	By the year 2012-2013, the district will maintain the percentage of teachers that are highly qualified.
DATA SOURCE(S):	District records of Performance Evaluations (Goals Based Evaluations: Competency Based and Goals Based Evaluation) Teacher Attendance Renewal Credit Records Professional Development Surveys Employee Exit Surveys PADEPP Results

OVERALL MEASURES: * Projected Performance

School Average 2010-2011 Baseline		2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016*
% of Highly Qualified Teachers	100%	Maintain	Maintain	Maintain	Maintain	90%

Strategy/Activity	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Purpose	Measuring Process
Strengthen teacher recruiting, selection, and staffing policies to	January-July of Each Year	Deputy Superintendent of School Administration,	$20,000	General Fund	• Employee turn-over rate	Student Achievement will increase.	Percentage of teacher returning to the	To improve the quality of the teacher in the	• Analyzing of Standardized

Strategy/Activity	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Purpose	Measuring Process
attract and retain highly-qualified and highly-effective educators.		Chief Human Resources Officer, Chief Programs and Services Officer, Chief Teaching and Learning Officer, Executive Director of Academics, Executive Director of Special Education, Executive Director of Federal Programs, Principals			• Standardized Test Scores		district: 86.8% Standardized Assessment Results (See Needs Assessment)	classroom.	Assessment Scores to determine teaching needs.
Build leadership capacity in administrators and other staff members across the district.	August 2012-May 2016	Deputy Superintendent of School Administration Principals	$5,000 Principals Principles Tuesday Professional Development	General Fund	• Standardized Test Scores • Teacher Observations	Student Achievement will increase.	Standardized Assessment Results (See Needs Assessment)	To increase student achievement results.	• Classroom Observations • Registration forms
Establish accountability measures for all employees based on established goals and objectives as outlined in the job description.	August 2012-May 2016	Deputy Superintendent of Schools and Administration, Chief Human Resources Officer, Chief Programs and Services Officer, Chief Teaching and Learning Officer, Executive Director of Academics, Executive Director of Special Education,	$2,000	General Fund	• Standardized Test Scores • Teacher Observations • Job Accountability Forms	Student Achievement will increase.	Standardized Assessment Results (See Needs Assessment)	To increase student achievement results.	• Completion of evaluations
Evaluate all employees based on accountability measures contained in their respective job descriptions.	May of Each Year	Deputy Superintendent of School Administration, Deputy Superintendent of Finance Chief Human Resources Officer,	No Cost	N/A	• Employee Improvement Plans • Standardized Test Scores • Job	Student Achievement will increase.	Standardized Assessment Results (See Needs Assessment)	To increase student achievement results.	• Completion of evaluations

Strategy/Activity	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Purpose	Measuring Process
		Chief Programs and Services Officer, Chief Teaching and Learning Officer, Executive Director of Academics, Executive Director of Special Education, Executive Director of Instructional Technology			Accountability Forms				
When leaving the district, employees will complete an exit survey with the Office of Human Resources.	August 2012-May 2016	Deputy Superintendent of Schools and Administration, Deputy Superintendent of Finance and Operations Chief Human Resources Officer, Chief Programs and Services Officer, Chief Teaching and Learning Officer, Executive Director of Academics, Executive Director of Special Education, Executive Director of Instructional Technology, Principals	No Cost	N/A	Development of Employee Severance Checklist	The district will gain insight as to the reasons that employees leave the district.	District Turnover Rates	This data will be used to improve district practices.	Analyze survey data for trends and patterns.
Develop a comprehensive professional development plan for all employees.	June 2012-August 2016 Yearly	Deputy Superintendent of Schools and Administration, Deputy Superintendent of Finance and Operations Chief Human Resources Officer, Chief Programs and	No Cost	N/A	Professional Development Surveys Sign-In Sheets Agendas	Increased level of performance of all employees.	Student Achievement Scores Teacher Observance Performance Appraisals	To increase the overall district operations.	Analyzing professional development survey results according to organizational needs.

Strategy/Activity	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Purpose	Measuring Process
		Services Officer, Chief Teaching and Learning Officer, Executive Director of Academics, Executive Director of Special Education, Executive Director of Instructional Technology, Principals							

Performance Goal Area: Increase Engagement

☐ Student Achievement   ☐ Teacher/Administrator Quality   ☒ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☒ District Priority

PERFORMANCE GOAL 4: (desired result of student learning)	By the school year 2015-2016, the district will increase opportunities that promote stakeholder involvement and engagement each year.
INTERIM PERFORMANCE GOAL:	By the year 2012-2013, the percentage of stakeholders satisfied with the learning environment, satisfied with the social and physical environment, and satisfied with school-home relations will increase by 2%.
DATA SOURCE(S):	District/School Climate Surveys, Attendance records for workshops and conferences, School Report Cards, Parent Teacher Student Associations/Parent Teacher Organizations records, Customer Service Surveys

OVERALL MEASURES: * Projected Performance

School Average 2010-2011 Baseline		2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016*
Parents attending conferences	99.4%	100%	Maintain	Maintain	Maintain	100%
Percent satisfied with learning environment	79%	81.2	83.4	85.6	87.8	90%
Percent satisfied with social and physical environment	82%	83.6	85.2	86.8	88.4	90%
Percent satisfied with school-home relations	78%	80.4	82.8	85.2	87.6	90%

Strategy/Activity	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Purpose	Measuring Process
Develop methods to increase mentoring and tutoring opportunities for community members.	August 2012-May 2016	Superintendent District Grants Manager Community Liaison District Volunteer Coordinator Principals Guidance Counselors	$10,000	Grant Funds	Media to advertise program Sign-in sheets at recruitment events	Increase in the number of mentors and tutors serving in our schools.	Survey results	Increase stakeholder involvement and engagement	• Track the number of volunteers • Analysis of standardized assessment results
Create opportunities between various school-district partners, such as Chamber of Commerce, elected officials, higher education leaders, clergy and business partners to engage all entities in the success of the Orangeburg Consolidated Five school system.	August 2012-May 2016	Superintendent District Grants Manager Community Liaison Director Public Relations Officer Principals	$5,000	General Fund	Sign-in sheets from events held in the district. Various media to confirm the event was held. Survey results.	Increase the number of community stakeholders involved in our schools.	Survey results	Increase stakeholder involvement and engagement.	• Analysis of survey results • Collection of sign-in sheets and agendas
Prepare and distribute a monthly newsletter to the community that summarizes district activities for the past month and includes a calendar of activities for the upcoming month.	August 2012-May 2016	Superintendent District Public Relations Officer Principals	$5,000	General Fund	stribution of e-blast	Keep stakeholders informed of monthly happenings in the district.	Survey results	Increase stakeholder involvement and engagement	• Creation of newsletter

Strategy/Activity	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Purpose	Measuring Process
Use various media sources as a means publicizing District/student accomplishments and upcoming events.	August 2012-May 2016	Superintendent, District Public Relations Officer, Principals	$5,000	General Fund	Press Releases Website Articles Radio Announcements	Increase in percentage of parents, teachers, and students satisfied with home-school relations.	Survey Results	To keep the community involved in the learning process.	• Analysis of survey results
Utilize OCDS5 website and local county channels to televise school and District events.	August 2012-May 2016	Superintendent, District Public Relations Officer, Principals, Executive Director of Instructional Technology	$45,000	General Fund	Website Articles TV Advertisements District Videos and Pictures posted to website	Increase in percentage of parents, teachers, and students satisfied with home-school relations.	Survey Results	To keep the community involved in the learning process	• Analysis of survey results

Performance Goal Area: Safety Above All Else

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)   ☒District Priority

PERFORMANCE GOAL 5: (desired result of student learning)	By the year 2016, all stakeholders will be satisfied with the safety and security of the school climate in OCSD5 as measured by national, state, and local data in the areas of learning environment, home-school relations, social, and physical environment.
INTERIM PERFORMANCE GOAL:	By the year 2012-2013, the percentage of stakeholders satisfied with the learning environment, satisfied with the social and physical environment, and satisfied with school-home relations will increase by 2%.
DATA SOURCE(S):	District School Climate Surveys, Discipline Data

OVERALL MEASURES: * Projected Performance

School Average 2010-2011 Baseline		2011-2012*	2012-2013*	2013-2014*	2014-2015*	2015-2016*
Out-of-school suspensions or expulsions for violent and/or criminal	0.2%	Maintain	Maintain	Maintain	Maintain	0%
Percent satisfied with learning environment	79%	81.2	83.4	85.6	87.8	90%
Percent satisfied with social and physical environment	82%	83.6	85.2	86.8	88.4	90%
Percent satisfied with school-home relations	78%	80.4	82.8	85.2	87.6	90%

Strategy/Activity	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Purpose	Measuring Process
Review and revise the Crisis Management Manual (the red book) for schools and facilities based on district and county emergency preparedness procedures.	August 2012-May 2016	Deputy Superintendent for School Administration, Deputy Superintendent for Finance, Chief Programs and Services Officer	$7500	General Fund	Revised Management Manual Monthly Safety Drills	Revision of the Crisis Management Manual based on district and county preparedness procedures.	District and County emergency preparedness guidelines	To ensure safety for all students, district employees, and stakeholders.	• Track monthly drills • Analyze incident Reports
Provide training for all district personnel on the national, state, county and district emergency preparedness plans.	August 2012-May 2016	Deputy Superintendent for School Administration, Deputy Superintendent for Finance, Chief Programs and Services Officer	$7500	General Fund	Revised Management Manual Monthly Safety Drills	All personnel are trained on the national, state, county and district emergency preparedness plans.	Sign-In sheets	To ensure safety for all students, district employees, and stakeholders.	• Track monthly drills • Analyze Incident Reports
Develop, adopt, implement, and publicize to all stakeholders a Zero Tolerance policy for all individuals who threaten the safety and security of our schools.	August 2012-May 2016	Deputy Superintendent for School Administration, Chief Programs and Services Officer, Principals	$10,000	General Fund	Code of Conduct Discipline Referral Data	Our schools will be safer and more secure.	Discipline Referrals Incident Reports Persistently Dangerous Reports	To provide a safe teaching and learning environment for students.	Track discipline referrals Analyze incident and persistently dangerous reports
Review, evaluate, update, adopt and publicize to all stakeholders a Code of Student conduct to guide our uniform collective response to student behavioral issues.	August - October Yearly	Deputy Superintendent for School Administration, Chief Programs and Services Officer, Principals	$10,000	General Fund	Code of Conduct Discipline Referral Data	Decrease in discipline referrals	Incident Management Reports	To establish a uniformed collective response to behavioral issues.	Analyze discipline referrals
Train school-based staff in Crisis	October – November of	Deputy Superintendent for	$3,000	General Fund	Sign-In Sheets	School-based staff will be	Sign-In Sheets Completion	To ensure safety for all students	Monitor the school-based

Strategy/Activity	Timeline	Person(s) Responsible	Resources	Funding Source	Monitoring Process	Expected Outcome	Data Source	Purpose	Measuring Process
Prevention Institute (CPI) or other behavioral intervention models to respond to student behavioral issues.	Each Year	School Administration, Chief Programs and Services Officer, Principals, Executive Director of Academics, Executive Director of Special Education		IDEA Funds	Discipline Referral Data	trained in Crisis Prevention Institute or other behavioral intervention models to respond to student behavioral issues.	Certificates	and school-based staff.	staff attendance to training.
Continue to work with local law enforcement entities to collaborate on procedures that will assist in providing a safe and secure environment for students, employees and the community at large.	August 2012-May 2016	Deputy Superintendent for School Administration, Chief Programs and Services Officer, Principals	$300,000	General Fund	Discipline Referral Data	Successful responses from local law enforcement when needed.	Police reports	To ensure a safe and secure environment for students, employees and the community at-large.	Analyze police reports and discipline refrrals.