

COVER PAGE FOR SCHOOL PLANS (Mandated Component)
SCHOOL INFORMATION AND REQUIRED SIGNATURES

Iva Elementary SCHOOL

Anderson School District Three SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS **2010 - 2016**

SCHOOL RENEWAL ANNUAL UPDATE FOR 2013-2014 2014-2015 2015 - 2016

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements 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.

CHAIRPERSON, BOARD OF TRUSTEES

Danny Davis/Hugh Smith		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. Mason Gary		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Kelly Fortner		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Eric Hughes		
PRINTED NAME	SIGNATURE	DATE

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STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS (Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <i>POSITION</i> | <i>NAME</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 1. PRINCIPAL _____ | <u>Eric Hughes</u> |
| 2. TEACHER _____ | <u>Renaë Lathrop</u> |
| 3. PARENT/GUARDIAN _____ | <u>Patti Scott</u> |
| 4. COMMUNITY MEMBER _____ | <u>Jean McCalla</u> |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | <u>Kelly Fortner</u> |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

- | <i>POSITION</i> | <i>NAME</i> |
|-------------------------------|-----------------------|
| _____ <u>Teacher Leader</u> | <u>Gale Dickerson</u> |
| _____ <u>Parent/Community</u> | <u>Nakia Davis</u> |
| _____ <u>Administrator</u> | <u>Charles Hayes</u> |
| _____ <u>Media Specialist</u> | <u>Vicki Drennon</u> |
| _____ <u>Teacher</u> | <u>Shawn Craft</u> |
| _____ | |
| _____ | |

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

ASSURANCES FOR SCHOOL PLANS (Mandated Component)

Act 135 Assurances

Assurances, checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable Act 135 requirements.

 X **Academic Assistance, PreK–3** The school/district 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). Provide a good example of academic assistance services for PreK–3 by referencing a page number of the plan **9** long with the number of the goal **1B**, strategy **1B.2** or activity **1B.2.6**.

- X **Academic Assistance, Grades 4–12** The school/district 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). Provide a good example of academic assistance services for grades 4–12 by referencing a page number of the plan 6 along with the number of the goal 1A, strategy 1A.2 or activity 1A.2.8.
- X **Parent Involvement** The school/district 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, 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. Provide a good example of parent involvement by referencing a page number of the plan 26 along with the number of the goal 3, strategy 3.1 or activity 3.1.3.
- X **Staff Development** The school/district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*. Provide a good example of staff development by referencing a page number of the plan 10 along with the number of the goal 1B, strategy 1B.2, or activity 1B.2.17.
- X **Technology** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Provide a good example of the use of technology by referencing a page number of the plan 5 along with the number of the goal 1A, strategy 1A.2, or activity 1A.2.3 (additional technology assurances for **districts** follow the Act 135 assurances)
- X **Innovation** The school/district 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 by referencing a page number of the plan 5 along with the number of the goal 1A, strategy 1A.2, or activity 1A.2.6.
- X **Recruitment** The school/district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.
- X **Collaboration** The school/district (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).

- X **Developmental Screening** The school/district 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.
- X **Half-Day Child Development** The school/district 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.
- X **Best Practices in Grades K–3** The school/district provides in grades K–3 curricular and instructional approaches that are known to be effective in the K–3 setting.
- X **Developmentally Appropriate Curriculum for PreK–3** The school/district 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.
- X **Parenting and Family Literacy** The school/district provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This program 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. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.

X **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The school/district ensures as much program effectiveness as possible by developing a districtwide/schoolwide 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.

X **The School-to-Work Transition Act of 1994 (STW)** The school/district provides required STW programs for grades 6–12, and STW concepts are a part of the developmentally appropriate curriculum for K–12.

Dr. Mason Gary _____

Superintendent's Printed Name
(for district and school plans)

Eric Hughes

Superintendent's Signature

_____ Date

Principal's Printed Name

Principal's Signature

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

Because a comprehensive needs assessment is essential to effective planning, Iva Elementary School's comprehensive needs assessment addressed the following areas: student achievement, teacher quality, and school climate. Information utilized in this needs assessment came from multiple sources: school report card, assessment results (PASS, MAP, ALEKS), personnel records, student records, state surveys, school and community meetings, SACS team, and school improvement council. Information gained from these sources was used to develop the school renewal plan (2010-2016). The goals evolved from identifying areas of weakness that needed improvement. Strategies and action plans were then developed as the route to goal attainment.

Student achievement data was the primary focus of the plan. Baseline data was the average PASS scores from 2009 for ELA, math, writing, science, and social studies. The analysis of PASS and MAP scores revealed a need to improve scores for all students in all content areas. Goals were written to improve student achievement.

The second major area addressed in the plan is Teacher Quality. All teachers at Iva Elementary are 100% highly qualified. Administrators will continue to use recruiting and hiring methods to maintain the 100% highly qualified staff.

The third area addressed is school climate. Multiple factors impact school climate (parents, students, and teachers). Iva Elementary chose to establish goals and strategies to continue improvement in the area of school climate as perceived by parents.

MISSION, VISION, VALUES, AND BELIEFS

Iva Elementary

VISION

“Where Children and Learning Come First”

MISSION

The mission of Iva Elementary, a rural community school, is to provide all students a solid foundation to succeed to their highest potential by providing a challenging standards-driven instructional program led by an exceptional, caring staff in a safe and positive environment, enhanced by community/school interaction.

BELIEFS

We believe that:

- Children are our highest priority.
- All individuals have value and can learn.
- All individuals are entitled to a safe school environment,
- A quality education with a focus on academic excellence is a right of all individuals.
- A positive support system at home and school contributes to learning.
- Cultural diversity and individual differences strengthen our society.
- All individuals should be challenged to attain their greatest potential.
- Our responsibility is to assist in preparing each individual to become a productive citizen in a global society.
- Learning is a lifelong process.
- Responsible involvement of parents, students, school staff, and the entire community is imperative for quality education.

SCHOOL RENEWAL PLAN FOR 2010-2016
Performance Goal Area:

DATE: April 2010

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

PERFORMANCE GOAL: 1A
(desired result of student learning)

The percentage of students in grades 3 – 5 who score basic and above in mathematics as measured by the PASS will improve the current average of 66% to an average of 90.5% by 2016.

INTERIM PERFORMANCE GOAL:

The percentage of students in grades 3 – 5 who score basic and above in mathematics as measured by PASS will increase from the current average of 66% in 2008-2009 to an average of 69.5% by 2009-2010 test.

DATA SOURCE(S): PASS Test

OVERALL MEASURES:	Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
	2009 – 66% 2010 - 69.5%	Target 73% 67.2%	Target 76.5% 73.8%	Target 80% 70.4%	Target 83.5% 74.3%	Target 87%	Target 90.5%
* Represents projections of improvement							

ACTION PLAN: Student Achievement, Math

EVALUATION

STRATEGY: 1A.1 Analyze data to improve student achievement in mathematics.

<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
<p>1A.1.1 Analyze PASS and MAP math scores and data to determine if of the following are needed:</p> <ul style="list-style-type: none"> • Intervention Specialist Services • Regrouping • Reteaching • Differentiated instructional strategies 	<p>August - June</p>	<p>Principal Guidance Counselor Intervention Specialist Teacher Leader Teachers Computer Facilitator</p>			<p>Test and data analysis and conferences with teachers</p>
<p>1A.1.2 Utilize PASS and MAP math scores and data to identify student strengths and weaknesses to adapt curriculum and instruction as appropriate</p>	<p>August – June</p>	<p>Principal Guidance Counselor Intervention Specialist Teacher Leader Teachers Computer Facilitator</p>			<p>PASS and MAP math scores and data and meetings to discuss areas of concern</p>
<ul style="list-style-type: none"> • Open Labs before school for additional math practice for students that arrive early. 	<p>September – May</p>	<p>Computer Lab Facilitator Teachers</p>			<p>Fluency Skills</p>
<ul style="list-style-type: none"> • Added Reflex Math to help students with math fluency – addition, subtraction, multiplication, and division 	<p>September – May</p>	<p>Computer Lab Facilitator Teachers</p>	<p><u>\$3200</u></p>		<p>Math fluency, accuracy, and speed</p>
<ul style="list-style-type: none"> • CASE Benchmark Assessments 	<p>Three times during the school year</p>	<p>Principal, Curriculum, Reading coach, and teachers</p>			<p>CASE math scores and data and meetings to discuss areas of concern</p>

ACTION PLAN: Student Achievement, Math				EVALUATION	
<u>STRATEGY: 1A.2 Identify and implement effective instructional strategies to improve student achievement in mathematics.</u>					
<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
1A.2.1 Continue to develop lessons and assessments aligned with standards	August – June	Teachers Intervention Specialist Teacher Leader			Weekly review of lesson plans, analysis of assessments, and classroom observations
1A.2.2 Explore effective strategies that target differentiated instruction	August – June	Teachers Guidance Counselor Teacher Leader Intervention Specialist			Weekly review of strategies and activities incorporated into lesson plans and classroom observations
1A.2.3 Utilize technology for instructional purposes. (Smart Board, ELMO, wireless writing slates, tablets, digital cameras)	August – June	Teachers			Weekly review of lesson plans and classroom observations
1A.2.4 Ensure use of Math Support Document to create lessons and assessments	August – June	Teachers			Weekly review of lesson plans and classroom observations
1A.2.5 Utilize best practices and research based strategies in math (envision Math, ALEKS, Math 4 Today, AIMS, Brainsmart, Thinking Maps, Teacher Toolbox)	August – June	Teachers			Weekly review of lesson plans and classroom observations
1A.2.6 Continue to provide extra computer time for grades 3-5 in Classworks/Math Fluency	August – June	Teachers Computer Facilitator			Classroom observations Classworks Reports

1A.2.7 Gain effective math strategies through school visits and research	August – June	Principal Teacher Leader Teachers	\$8500.00	Title I	Meetings to discuss and reflect on strategies observed
1A.2.8 Continue to provide extended learning opportunities for student achievement (PASS After School Program).	March – April	Principal Teacher Leader Teachers			Review PASS scores
1A.2.9 Evaluate daily schedules to determine effectiveness and modify as necessary	August – June	Principal Teachers	Title I	District	Copy of schedules and meeting with classroom teachers
1A.2.10 Purchase additional resources based on identified needs.	August - June	Principal Teachers			Classroom observations
1A.2.11 Encourage teachers to utilize materials in the instructional lab.	August – June	Teacher Leader Teachers			Check-out sheet
1A.2.12 Provide opportunities for teachers to attend conferences and workshops	August – June	Principal Teachers	District	District	Recertification points, graduate credit, professional development logs, and agendas
1A.2.13 Extended math class time from 50 min. to 90 min. for all grades	August-June	Principal			Classroom observation
1A.2.14 Drill basic math facts- addition, subtraction, multiplication, division everyday in all grades	August-June	Principal Teachers			Classroom observation Timed Test
1A.2.15 Implement the 1 st 20 days to establish routines in 3-5 grade math	August-June	Teacher Leader Teachers			Classroom observation
1A.2.16 Provide STEMS Training for 3 rd Grade Teachers	August-June	Teacher Leader	\$2000	Grant	Observation Family Engineering Night

SCHOOL RENEWAL PLAN FOR 2010-2016
Performance Goal Area:

DATE: April 2010

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

<p>PERFORMANCE GOAL:1B (desired result of student learning)</p>	<p>The percentage of students in grades 3 – 5 who score basic and above in English Language Arts as measured by the PASS will improve the current average of 80.4% to an average of 90.2% by 2016.</p>						
<p>INTERIM PERFORMANCE GOAL:</p>	<p>The percentage of students in grades 3 – 5 who score basic and above in English Language Arts as measured by the PASS will improve the current average of 80.4% in 2008-2009 to an average of 81.8% by 2009-2010.</p>						
<p>DATA SOURCE(S):</p>	<p>PASS Test</p>						
<p>OVERALL MEASURES:</p>	<p>Average Baseline</p>	<p>2011*</p>	<p>2012*</p>	<p>2013*</p>	<p>2014*</p>	<p>2015*</p>	<p>2016*</p>
	<p>2009 80.4% 2010 81.8%</p>	<p>Target 83.2% 78.7%</p>	<p>Target 84.6% 83.4%</p>	<p>Target 86% 83.3%</p>	<p>Target 87.4% 83.8%</p>	<p>Target 88.8%</p>	<p>Target 90.2%</p>
<p>* Represents projections of improvement</p>							

STRATEGY: 1B.1 Analyze data to improve student achievement in ELA.

<u>Activity</u>	<u>Timeline</u> Start/End Date	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Source</u>	<u>Indicators of</u> <u>Implementation</u>
1B.1.1 Analyze PASS and MAP ELA scores and data a to determine if any of the following are needed: <ul style="list-style-type: none"> • Intervention Specialist Services • Regrouping • Reteaching • Differentiated instructional strategies 	August – June	Principal Guidance Counselor Intervention Specialist Teacher Leader Teachers Computer Facilitator			Test and data analysis and conferences with teachers
1B.1.2 Utilize PASS and MAP ELA scores and data to identify student strengths and weaknesses to adapt curriculum and instruction as appropriate.	August – June	Principal Guidance Counselor Intervention Specialist Teacher Leader Teachers Computer Facilitator			PASS and MAP ELA scores and data and meetings to discuss areas of concern
1B13 Utilize CASE ELA Benchmark scores and data to identify student strengths and weaknesses to adapt curriculum and instruction as appropriate. <ul style="list-style-type: none"> • Add full time Reading Coach • Provide class in Daily 5 ELA Structure use in combination with Guided Reading 	Three times during the school year August – June September - December	Principal Guidance Counselor Curriculum Reading Coach Teachers Principal District Staff			PASS and MAP ELA scores and data and meetings to discuss areas of concern Classroom observation Classroom Observation

STRATEGY: 1B.2 Identify and implement effective instructional strategies to improve student achievement in ELA.

<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
1B.2.1 Continue to create lessons and assessments aligned with standards	August – June	Teachers Intervention Specialist Reading Specialist Teacher Leader			Weekly review of lesson plans and classroom observations
1B.2.2 Explore effective strategies that target differentiated instruction	August – June	Teachers Guidance Counselor Teacher Leader Intervention Specialist			Weekly review of strategies and activities incorporated into lesson plans and classroom observations
1B.2.3 Utilize technology for instructional purposes. (Smart Board, ELMO, wireless writing slate, digital cameras)	August – June	Teachers			Weekly review of lesson plans and classroom observations
1B.2.4 Ensure use of ELA Support Document to create lessons and assessments	August – June	Teachers			Weekly review of lesson plans and classroom observations
1B.2.5 Utilize best practices and research based strategies in ELA (ETV Streamline, Brainsmart, Thinking Maps, Sounds in Motion, Teacher Toolbox, novel studies)	August – June	Teachers			Practices and strategies incorporated into lesson plans and classroom observations
1B.2.6 Continue to provide addition reading time for struggling readers in grades 1-3	August – June	Reading Specialist			Weekly review of lesson plans and classroom observations

1B.2.7 Continue Reading Book Club (CAPS Club)	August- June	Media-Specialist			Observation and Reading Logs
1B.2.8 Offer incentives for student who participate in summer reading program.	August – June	Media Specialist			Summer Reading Logs
1B.2.9 Utilize Rocking to Read Room with leveled readers for small group reading instruction	August – June	Teacher Leader Teachers			Rocking to Read Reading Log
1B.2.10 Gain effective reading strategies through school visits and research	August – June	Principal Teacher Leader Teachers			Meetings to discuss and reflect on strategies observed AR Celebrations and Awards Ceremonies
1B.2.11 Recognize students reaching quarterly and yearly reading goals in Accelerated Reading Program	August – June	Media Specialist			Reading logs and classroom newsletters
1B.2.12 Continue 4 th Grade Literacy Night	August- October	Principal 4 th Grade Teachers PTO Volunteers	\$8500.00	Title I	Review PASS scores
1B.2.13 Continue to provide extended learning opportunities for student achievement (PASS After School Program)	March–April	Principal Teacher Leader Teachers			Copy of schedules and meeting with classroom teachers Classroom observations
1B.2.14 Evaluate daily schedules to to determine effectiveness and modify as necessary	August- June	Principal Teachers		Title I	Check-out sheet
1B.2.15 Purchase additional resources based on identified needs	August– June	Principal Teachers			
1B.2.16 Encourage teachers to utilize materials in the instructional lab.	August– June	Teacher Leader			

1B.2.17 Provide opportunities for teachers to attend conferences and workshops	August-June	Principal PD Coordinator		Title I & II PDSI	Recertification points, graduate credits, professional development logs, agendas
1B.2.18 Continue to encourage reading at home by purchasing <i>Weekly Reader for every student.</i>	August – June	Principal	\$10,000	Title I	Parent Feedback
1B.2.19 Balanced Literacy	2011-2015	Principal Teachers Teacher Leader Assistant Superintendent	\$10,000	Title 1	Weekly review of lesson plans, classroom observations, <i>grade level meetings, Tuesday afternoon PD</i>
1B.2.22 F& P Kits & Training	2012-2015	Teacher Leader Teachers	\$10,000	Title 1	Classroom observations
1B2.23 Implement LLI kits for Intervention	2012-2015	Principal Lead Teachers	\$1500	Title 1	Observations & feedback
1B2.24 Provide Summer Reading Enrichment Program for struggling readers	2014 – 2016	Program Director		State Funds	Parent Feedback
<ul style="list-style-type: none"> Provide After school assistance 	April 2015	Principal Curriculum	No cost		Parent/Teacher Feedback Classroom Observations

SCHOOL RENEWAL PLAN FOR 2010-2016
Performance Goal Area:

DATE: April 2010

Student Achievement
 Schools, etc.)

Teacher/Administrator Quality
 District Priority

School Climate (Parent Involvement, Safe and Healthy

PERFORMANCE GOAL:1C (desired result of student learning)

The percentage of students in grades 3 – 5 who score basic and above in Writing as measured by the PASS will improve the current average of 70.6% to an average of 90.2% by 2016.

INTERIM PERFORMANCE GOAL:

The percentage of students in grades 3 – 5 who score basic and above in Writing as measured by the PASS will improve the current average of 70.6% in 2008 -2009 to an average of 73.4% by 2009 -2010.

DATA SOURCE(S):

PASS Test

OVERALL MEASURES:

Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
2009 70.6%	Target	Target	Target	Target	Target	Target
2010 73.4%	76.2%	79%	81.8%	84.6%	87.4%	90.2%
	73.9%	72.2 %	76%	81.4%		

* Represents projections of improvement

ACTION PLAN Student Achievement, Writing	EVALUATION
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STRATEGY: 1C.1 Analyze data to improve achievement in writing.

<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
1C.1.1 Analyze Pass writing scores and data and to determine if any of the following are needed: <ul style="list-style-type: none"> • Intervention Specialist • Regrouping • Reteaching • Differentiated instructional strategies 	August – June	Principal Guidance Counselor Intervention Specialist Teacher Leader Teachers Computer Facilitator			PASS writing scores and data analysis and conferences with teachers
1C.1.2 Utilize PASS writing scores and data to identify student strengths and weaknesses to adapt curriculum and instruction as appropriate.	August - June	Principal Guidance Counselor Intervention Specialist Teacher Leader Teachers Computer Facilitator			PASS writing scores and data and meetings to discuss areas of concern

STRATEGY: 1C.2 Continue the use of Writing to Win to increase student achievement on PASS writing.

<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
1C.2.1 Continue to create lessons and assessments aligned with standards	August - June	Teachers			Weekly review of lesson plans and classroom observations
1C.2.2 Utilize best practices and research based strategies in writing (Writing to Win, Brainsmart, Thinking Maps)	August – June	Teachers			Weekly review of lesson plans and classroom observations
1C.2.3 Assessment of student writing using Writing to Win and state (PASS) writing rubric	August – June	Teachers			Samples of student writings and rubrics
1C.2.4 Showcase student writing in hallways	August - June	Teachers			Student writing and wall display
1C.2.5 Conduct parent workshops to better explain state writing rubric	August – June	Teachers Teacher Leader			Sign-in Sheet
1C.2.6 Implement 4-Square writing strategy & 6-Trait writing process	Aug.2012-2016	Teachers Teacher Leaders			Observations Lesson Plans
1C.2.7 Implement a minimum of two 2 nd – 5 th grade Writing Prompts to practice the entire writing process – brainstorming, 4-square, rough draft and final product.	Aug. 2014-2016	Principal Teacher Leader			Completed Paper

SCHOOL RENEWAL PLAN FOR 2010-2016
Performance Goal Area:

DATE: April 2010

Student Achievement
 etc.)

Teacher/Administrator Quality
 District Priority

School Climate (Parent Involvement, Safe and Healthy Schools,
 etc.)

PERFORMANCE GOAL: 1D (desired result of student learning)

The percentage of students in grades 3 – 5 who score basic and above in Science as measured by the PASS will improve the current average of 70.5% to an average of 90.1% by 2016.

INTERIM PERFORMANCE GOAL:

The percentage of students in grades 3 – 5 who score basic and above in Science as measured by the PASS will improve the current average of 70.5% in 2008 -2009 to an average of 73.3% by 2009 – 2010.

DATA SOURCE(S):

PASS Test

OVERALL MEASURES:

Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
2009 70.5%	Target	Target	Target	Target	Target	Target
2010 73.3%	76.1%	78.9%	81.7%	84.5%	87.3%	90.1%
	77.2%	68.7%	78.5%	80.6%		

- Represents projections of improvement

STRATEGY: 1D.1 Analyze data to improve student achievement in Science.

<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
<p>1D.1.1 Analyze Science PASS scores to determine if any of the following are needed:</p> <ul style="list-style-type: none"> • Intervention Specialist Services • Regrouping • Reteaching • Differentiated instructional strategies 	August - June	Principal Guidance Counselor Intervention Specialist Teacher Leader Teachers Computer Facilitator			PASS scores and data analysis and conferences with teachers
<p>1D.1.2 Utilize Science PASS scores and data to identify student strengths and weaknesses to adapt curriculum and instruction as appropriate</p>	August – June	Principal Guidance Counselor Intervention Specialist Teacher Leader Teachers Computer Facilitator			PASS scores and data and meetings to discuss areas of concern
<ul style="list-style-type: none"> • Utilize CASE Benchmark Assessments in Science to identify student strengths and areas of weakness 	Three times during the school year.	Principal Curriculum Reading Coach Teachers			CASE scores and data and meetings to discuss areas of concern
<ul style="list-style-type: none"> • BOSCH Grant to purchase 25 Mini Ipads and cart 	December 2014	Curriculum Coach	<u>\$8000</u>		Classroom observations focusing on STEMs lessons

ACTION PLAN: Student Achievement, Science

EVALUATION

STRATEGY: 1D.2 Identify and implement effective instructional strategies to improve student achievement in Science.

<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
1D.2.1 Continue to develop lessons and assessments aligned with standards.	August - June				Weekly review of lesson plans and classroom observations
1D.2.2 Explore effective strategies that targets differentiated instruction.	August - June				Weekly review of lesson plans and classroom observations and lesson plans
1D.2.3 Utilize best practices and research based strategies in science (Science Kits, AIMS, Brainsmart, Thinking Maps, Teaching to the Inquiry Skills)	August – June				Weekly review of lesson plans and classroom observations
1D.2.4 Ensure use of Science Support Document to create lessons and assessments.	August – June				Weekly review of lesson plans and classroom observations
1D.2.5 Implement the use of Science Notebooks.	August – June				Science Notebooks
1D.2.6 Provide Science Test Review Materials	August - June	Principal Curriculum/Instruction	\$1200	Title 1	Lesson Plans, Test Data
1D.2.7 Continue integration of technology within science instruction (United Streamline videos, ETV streamline)	August - June				Meetings to discuss and reflect on strategies observed
1D.2.8 Gain effective science strategies through school visits and research	August – June			District	Recertification points, graduate credits, profession development logs, and agendas
1D.2.9 Family Engineering Night	May 2014	Teachers Lead Teacher	\$1000	Grant	Parent logs and agendas

SCHOOL RENEWAL PLAN FOR 2010-2016

DATE: April 2010

Performance Goal Area:

Student Achievement
etc.)

Teacher/Administrator Quality
District Priority

School Climate (Parent Involvement, Safe and Healthy Schools,

PERFORMANCE GOAL: 1E (desired result of student learning)

The percentage of students in grades 3 – 5 who score basic and above in Social Studies as measured by the PASS will improve the current average of 81.2% to an average of 90.3% by 2016.

INTERIM PERFORMANCE GOAL:

The percentage of students in grades 3 – 5 who score basic and above in Social Studies as measured by the PASS will improve the current average of 81.2% in 2008 -2009 to an average of 82.5% by 2009 – 2010.

DATA SOURCE(S):

PASS Test

OVERALL MEASURES:

Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
2009 81.2% 2010 82.5%	Target 83.8% 78.8%	Target 85.1% 80.2%	Target 86.4% 83.3%	Target 87.7% 80.4%	Target 89%	Target 90.3%

* Represents projections of improvement

ACTION PLAN: Student Achievement, Social Studies

EVALUATION

STRATEGY: 1E.1 Analyze data to improve student achievement in Social Studies.

<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
1E.1.1 Analyze Social Studies PASS scores and data to determine if any of the following are needed:	August - June	Principal Guidance Counselor Intervention Specialist Teacher Leader Teachers Computer Facilitator			PASS scores and data analysis and conferences with teachers
<ul style="list-style-type: none"> • Intervention Specialist Services • Regrouping • Reteaching • Differentiated instructional strategies 	August – June	Principal Guidance Counselor Intervention Specialist Teacher Leader Teachers Computer Facilitator			PASS scores and data and meetings to discuss areas of concern
1E.1.2 Utilize Social Studies PASS scores and data to identify student strengths and weaknesses to adapt curriculum and instruction as appropriate	Three times during the year	Principal, Curriculum, Reading Coach, Teachers			CASE scores and data and meetings to discuss areas of concern
<ul style="list-style-type: none"> • CASE SS Benchmark Scores 					

ACTION PLAN Student Achievement, Social Studies

EVALUATION

STRATEGY: 1E.2 Identify and implement effective strategies to improve student achievement in Social Studies.

<p>1E.2.1 Continue to develop lesson plans assessment aligned with standards</p> <input type="checkbox"/>	<p>August – June</p>	<p>Teachers</p>			<p>Weekly review of lesson plans and, classroom observations</p>
<p>1E.2.2 Explore effective strategies that target differentiate instruction</p>	<p>August - June</p>	<p><input type="checkbox"/> Teachers Guidance Counselor Teacher Leader Intervention Specialist</p>			<p>Weekly review of lesson plans and classroom observations</p>
<p>1E.2.3 Utilize best practices and research based strategies in social studies (Brainsmart, Thinking Maps, time lines, novels, Integrate SS into reading lessons when possible)</p>	<p>August – June</p>	<p>Teachers</p>			<p>Weekly review of lesson plans and classroom observations</p>
<p>1E.2.4 Ensure use of Social Studies Support Document to create lessons and assessments</p>	<p>August - June</p>	<p>Teachers</p>			<p>Weekly review of lesson plans and classroom observations</p>
<p>1E.2.5 Continue integration of technology within social studies instruction (ETV Streamline SC, Brainpop, and PowerPoint)</p>	<p>August - June</p>	<p>Teachers</p>			<p>Weekly review of lesson plans and classroom observations</p>
<p>1E.2.6 Gain effective strategies through school site visits and research</p>	<p>August - June</p>	<p>Principal Teacher Leader Teachers Media Specialist Principal</p>			<p>Meetings to discuss and reflect on strategies</p>
<p>1E.2.7 Provide opportunities for teachers to attend workshops and conferences</p>	<p>August – June</p>	<p>Teachers</p>		<p>District Title 1</p>	<p>Recertification points, graduate credits, professional development logs, and agendas</p>

SCHOOL RENEWAL PLAN FOR 2010-2016

DATE: April 2010

Performance Goal Area:

Student Achievement
etc.)

X Teacher/Administrator Quality
District Priority

School Climate (Parent Involvement, Safe and Healthy Schools,

PERFORMANCE GOAL: 2 (desired result of student learning)

The Administrative Staff will continue to recruit and hire only Highly Qualified Teachers for their students.

INTERIM PERFORMANCE GOAL:

The Administrative Staff will continue to recruit and hire only Highly Qualified Teachers for their students.

DATA SOURCE(S):

State Documented Certification

OVERALL MEASURES:

Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
100%	100%	100%	100%	100%	100%	100%
	100%	100%	100%	100%	100%	100%

* Represents projections of improvement

STRATEGY: 2.1 Maintain 100% highly qualified teachers.

<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
2.1.1 Participate in Recruitment Days at colleges, universities, and other career fairs. Recruitment Day consist of administrators interviewing potential teachers under the arrangements of the college staff	August – June	Principal			Documentation of interviews
2.1.2 Hire only highly qualified teachers	August – June	Principal			State documentation
2.1.3 Provide all teachers with a laptop	August – June	Principal Technology Department	\$42,000	TitleI	Classroom observations
2.1.4 Implement school wide wireless network to better utilize technology	August – June	Principal Technology Department	\$12,000 - \$15,000	TitleI	Classroom observations
2.1.5 Replace SMART boards & projectors as needed	2012-2016	Principal Tech Support	\$6000 per year	Title1	Classroom observations
2.1.6 Identify other areas where classroom technology may improve instruction. Ex: Classroom Ipads, Ipad Cart, wall mounted smartboard projectors, etc.	2014 - 2016	Principal Teachers Tech	Unknown	Title1	Teacher Survey Observations

SCHOOL RENEWAL PLAN FOR 2010 - 2016
Performance Goal Area:

DATE: April 2010

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

<p>PERFORMANCE GOAL: 3 (desired result of student learning)</p>	<p>The percentage of parent survey responses who report satisfaction with school climate, as measured by an annual survey and reported on the state report card will increase from the current average of 82.6% in 2008-2009 to an average of 90.3% by 2016.</p>						
<p>INTERIM PERFORMANCE GOAL:</p>	<p>The percentage of parent survey responses who report satisfaction with school climate, as reported on the state report card will increase from the current average of 82.6% in 2008-2009 to an average of 83.7% by 2009-2010.</p>						
<p>DATA SOURCE(S):</p>	<p>State Survey, Annual School Report Card</p>						
<p>OVERALL MEASURES:</p>	<p>Average Baseline</p>	<p>2011*</p>	<p>2012*</p>	<p>2013*</p>	<p>2014*</p>	<p>2015*</p>	<p>2016*</p>
	<p>2009 82.6%</p> <p>2010 83.7%</p>	<p>84.8%</p> <p>93.8%</p>	<p>85.9%</p> <p>84.1%</p>	<p>87%</p> <p>89.4%</p>	<p>88.1%</p> <p>90.7%</p>	<p>89.2%</p>	<p>90.3%</p>
<p>* Represents projections of improvement</p>							

STRATEGY: 3.1 Increase positive contacts from school to parents/guardians as recorded on School Report Card Survey

<u>Activity</u>	<u>Timeline Start/End Date</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u>	<u>Indicators of Implementation</u>
3.1.1 Increase positive contacts through phone calls, e-mails, personal contacts, news- letters, website, and/or school marquee, post cards , PTO face book page	August- June	Principal Teachers Guidance Teacher Leader Media Specialist			Communication logs, copies of newsletters, increase in number visiting school and classroom websites
3.1.2 Invite parents for Back-to School Night, Parent/Teacher Conference Day, Open House, Honor Roll Awards Program each 9 weeks, Lunch with Parents, Family Reading Nights, Christmas program and to chaperone for field trips, Title 1 and School Improvement Meetings.	August- June	Principal Teachers Guidance Counselor Teacher Leader Media Specialist Lunch Room Manager			Sign-in Sheets, newsletters, school website, school calendar of events
3.1.3 Communicate with parents through <ul style="list-style-type: none"> • School-Website • Newsletters • PowerSchool Parent Portal • Teacher Correspondences – Study Guides, Newsletters, Website, Handouts, Student Planners, Friday Folders • PTO Workshops • PTO Face Book Page • School Messenger 	August- June	Principal Teachers			Sample documentation
3.1.4 Provide multiple opportunities for parents to be involved in increasing their child’s academic progress	August- June	Teachers PTO Members			Sign-In Sheet Newsletters
3.1.5 Invite parent volunteers to assist with classroom activities	August– June	Principal Guidance Counselor Teacher Leader			
3.1.6 Recognize student successes through Awards Day, Honor Roll Program, etc	August - June	Principal			

3.1.7 Provide parents with information on interpretation of MAP score		Teacher Leader Teacher			Copy of parent letter, dates of conference, and student goal forms
3.1.8 Add Parent Conference Day in Oct/ Nov.	2012-2016	Principal			Parent Letter % in attendance
3.1.9 Add 2 nd Conference Opportunity in Feb. (afterschool 3:00-5:00)	2013-2016	Principal			Parent Letter % in Attendance
<ul style="list-style-type: none"> House System 	2015 - 2016	House Power Team			% Student Surveys