

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

Crescent High School SCHOOL

Anderson School District Three SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2011 - 2016
 SCHOOL RENEWAL ANNUAL UPDATE FOR 2013 - 2015
 2015-16

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/Curtis Wiles		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. Mason Gary		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Julie Brewster		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Devon Smith		
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 _____	Devon Smith
2. TEACHER _____	Jeff Craft, Brian Roach
3. PARENT/GUARDIAN _____	Connie Watt
4. COMMUNITY MEMBER _____	Lynn Sherbet
5. SCHOOL IMPROVEMENT COUNCIL _____	Julie Brewster
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>
Student _____	Jenna McCullough
Student _____	Jared Burdette
Parent _____	Karen McMullan
Administrator _____	Jimmy Armstrong/Hannah Arnold
Teacher _____	Rachel Helms
Counselor _____	Hannah Arnold/Tracy Austin

***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.

- N/A **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 _____ along with the number of the goal_____, strategy_____, or activity_____.
- 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 15 along with the number of the goal 1, strategy 1.2.14, or activity_____.
- 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 15 along with the number of the goal 1, strategy 1.2.20, or activity_____.
- 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 18 along with the number of the goal 2, strategy 2.2.3, or activity_____.
- 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 18 along with the number of the goal 2, strategy 2.2.5, or activity_____. (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 25 along with the number of the goal 3, strategy 3.2.4, or activity_____.
- N/A 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.
- N/A 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.
- N/A 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.
- N/A 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.
- N/A 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)

Superintendent's Signature

Date

Devon Smith

Principal's Printed Name

Principal's Signature

Date

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EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS

Summary of Strengths and Supporting Evidence

Areas of Strength

1. Develops and effectively communicates a shared vision, beliefs, and a mission that define a compelling purpose and direction for the school

Evidence:

- Students, faculty and staff, members of the community, and parents developed and approved the school's mission statement.
- The school's belief statements are comprehensive and address key issues pertinent to effective decision making and policy development in the school.
- The mission statement describes the purpose and direction for the school. It reflects student learning as the top priority for the school.
- The mission statement appears on the school's website and throughout the school.
- The statement of beliefs is posted on the school's website and appears throughout the school.

3. Facilitates a collaborative process to develop a shared vision

Evidence:

- The school has a Faculty Council that consists of administrators, departmental chairpersons, and elected members of the faculty. The Faculty Council elects a chairperson who governs the meeting. Faculty Council is designed to address issues and concerns of the school.
- Each department has a department chair. Departmental meetings are held monthly or when necessary.
- The fourth Tuesday in each month is designated for district meetings. For example, all media specialists meet to discuss and review effective practices, goals, achievements, etc.
- Faculty meetings are held when necessary to disseminate material, discuss issues and concerns of the school, and to update teachers and staff about various issues.
- Ten staff development days are scheduled during the course of a regular school year.

3. Promotes quality instruction and an academic learning climate

Evidence:

- Teachers use textbooks and other resource materials that are aligned with the state's standards and HSAP.
- Teachers in every department have copies of the curriculum standards that must be covered.
- Teachers develop standards-based daily and weekly lesson plans.
- Teachers and support staff develop long-range plans that are standards based.
- Objectives for lessons are clearly conveyed to the students on a daily basis.
- A warm-up activity is commonly used at the beginning of each class.
- Students are given a copy of and made aware of the state standards and/or competencies for each class.
- Teachers and students are provided with DISCUS training from the media center.
- Textbook-adoption procedures correlate with state standards.
- Students are recognized for outstanding student achievement by honor rolls, awarding of academic letters, rewards parties and trips, Honor Graduates and Junior Marshals, and Beta Club membership eligibility.

4. Expands instructional support for student learning

Evidence:

- Freshman and sophomore assistance is provided afterschool.
- HSAP English and HSAP Math classes were developed and added to the curriculum to provide academic assistance to students who scored below basic on HSAP and the 8th-grade PASS test.
- The curriculum has been expanded with the addition of the following new classes: AP World History, American Policy and Popular Culture, History of Western Thought, Math Fusion, Algebra 3 Trigonometry, Class Piano, Animal Care, Turf and Lawn, Housing, Fashion, Fabric and Design, Web Page, and International Business Marketing.
- The Practical, Assessment, Exploration System (PAES) lab is operating and equipped for the special-needs population. Special-needs students are also involved in transitional work linking the school and the workforce.
- The media center has extended hours to accommodate student needs.
- Channel One is available each day to create and expand the awareness of current events on the local, state, and national level.
- Nova Net has been installed in the computer labs to assist students with academic needs and can also be used with classroom instruction with point and credit recovery.
- School-to-Work opportunities are available for most students. The school coordinates field experiences, service learning, job shadowing, and internships. Classes are also available for Work-Based Learning.
- Teacher Cadets are involved in field experiences at the other 4 schools in the district.
- The band and chorale expand learning through public performances.

- Field-trip learning experiences are available for all students.
- Special projects are held throughout the year that expand instructional support for student learning. Such projects include poetry slam, Teen Read Week, mock election, college day, blood drives, Relay-for-Life, Red Ribbon Week, Special Olympics, Junior Leadership, Community Health Fair, International Fair, Financial Aid Workshops, and 8th grade parent night.
- Extracurricular activities provide students with opportunities to expand their interests in different areas. School-sponsored clubs and organizations include the Beta Club, Fellowship of Christian Athletes (FCA), Family, Career, and Community Leaders of America (FCCLA), Future Farmers of America (FFA), Health Occupation Students of America (HOSA), Students Against Destructive Decisions (SADD), Academic Team, T.I.G.E.R.S., and Tiger Spirit.
- Online high school/college courses and dual-enrollment/credit opportunities are available for all students.

MISSION, VISION, VALUES, AND BELIEFS

Our Mission

The mission of Crescent High School is to develop responsible graduates.

Our Beliefs

- All individuals have value and can learn.
- Academic excellence is the goal for each individual.
- All individuals have the right to be treated equally with dignity and respect.
- All individuals are entitled to a physically and emotionally safe environment.
- Successful education is a combined effort of the home, school, and community.
- Education is a lifelong process which strengthens and enhances the quality of life in the community.
- Education must promote the physical, cultural, social, emotional, and cognitive needs of all students.
- Education must prepare students for a global, technologically advancing society.

SCHOOL RENEWAL PLAN FOR Crescent High School

DATE: March 2010

Performance Goal Area:

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

PERFORMANCE GOAL:
(desired result of student learning)

A. The percentage of high school students who pass both sections of the HSAP on the first attempt will increase from 73.8% in 2009 to 79.8% in 2016.

B. The percentage of high school students who score 2 or above on the first attempt of HSAP ELA as measured by HSAP will increase from 82.7% in 2009 to 88.7% in 2016.

C. The percentage of high school students who score 2 or above on the first attempt of HSAP math as measured by HSAP will increase from 78.9% in 2009 to 84.9% in 2016.

INTERIM PERFORMANCE GOAL:

A. The percentage of high school students who pass both sections on the first attempt of HSAP will increase from 73.8% in 2009 to 74.8% in 2011.

B. The percentage of high school students who score 2 or above on the first attempt of HSAP ELA will increase from 82.7% in 2009 to 83.7% in 2011.

C. The percentage of high school students who score 2 or above on the first attempt of HSAP will increase from 78.9% in 2009 to 79.9% in 2011.

DATA SOURCE(S): HSAP results

OVERALL MEASURES:	Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
HSAP	HSAP <u>Target</u> 74.8 <u>Actual</u> 73.8	HSAP <u>Target</u> 74.8 <u>Actual</u>	HSAP <u>Target</u> 75.8 <u>Actual</u> 76.7	HSAP <u>Target</u> 76.8 <u>Actual</u> 82.1	HSAP <u>Target</u> 77.8 <u>Actual</u> 72.6	HSAP <u>Target</u> 78.8 <u>Actual</u>	HSAP <u>Target</u> 79.8 <u>Actual</u>
ELA	ELA <u>Target</u> 82.7 <u>Actual</u> 82.7	ELA <u>Target</u> 83.7 <u>Actual</u>	ELA <u>Target</u> 84.7 <u>Actual</u> 88.3	ELA <u>Target</u> 85.7 <u>Actual</u>	ELA <u>Target</u> 86.7 <u>Actual</u> 89.7	ELA <u>Target</u> 87.7 <u>Actual</u>	ELA <u>Target</u> 88.7 <u>Actual</u>
Math	Math <u>Target</u> 78.9 <u>Actual</u> 78.9	Math <u>Target</u> 79.9 <u>Actual</u>	Math <u>Target</u> 80.9 <u>Actual</u> 80.9	Math <u>Target</u> 81.9 <u>Actual</u>	Math <u>Target</u> 82.9 <u>Actual</u> 74.9	Math <u>Target</u> 83.9 <u>Actual</u>	Math <u>Target</u> 84.9 <u>Actual</u>

* Represents projections of improvement

SCHOOL RENEWAL PLAN FOR Crescent High School
Performance Goal Area:

DATE: March 2010

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

PERFORMANCE GOAL:
(desired result of student learning)

The graduation rate will increase from 67.4% in 2009 to 80% by 2016.

INTERIM PERFORMANCE GOAL:

The graduation rate will increase from 67.4% in 2009 to 70.0% in 2011.

DATA SOURCE(S):

District Report Card

OVERALL MEASURES:

Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
Target	70.0	72.0	74.0	76.0	78.0	80.0
Actual 67.4%	76.1	72.3	83.3	86.3		

* Represents projections of improvement

The five-year School Renewal Planning and the District Strategic Planning begins in the school year 2011-11 and ends in 2015-16.

ACTION PLAN (Student Achievement)					EVALUATION
STRATEGY: #1.1 Support the classroom instruction by providing professional development for teachers and administrators in 9-12. <u>Activity</u> (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	<u>Timeline</u> Start/End Date	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)	<u>Indicators of Implementation</u>
1.1.1 Offer professional development opportunities that support research based effective teaching strategies (i.e., state conferences, SCASA✓ workshops) 1.1.2 Provide quality professional development opportunities that deal with effective instruction (i.e., Explicit Direct Instruction, (EDI)) ✓ ICU, CASE, EVASS 1.1.3 Provide professional development opportunities to expand teacher knowledge/understanding of Bloom’s New Taxonomy✓, Depth of Knowledge 1.1.4 Continue Nova Net training✓, USA Test Prep 1.1.5 Provide ongoing instructional coaching Peer Observations 1.1.6 Support building/content/grade level professional learning communities✓ 1.1.7 Provide ongoing training and support of effective utilization of data warehouse to analyze test CASE Analysis scores. ✓ Enrich training, MAP report analysis 1.1.8 Provide adequate opportunities to validate technology proficiency and instructional utilization. 1.1.9 Continue opportunities for collaboration between high school and middle school teachers. ✓ 1.1.10 Continue professional development to help teachers implement writing in all curricula utilizing a common grading rubric. ✓	June 2011-2016	Principal District Administration		\$5,000	Title Two, PDAI, local funds
	June 2011-2016	Principal District Administration		\$4,000	Title Two, Local funds
	June 2011-2016	Trained teachers and administrators		\$1,000	PDSI
	June 2011-2016	Instructional Specialist (IS)		N/A	N/A
	June 2011-2016	Instructional Specialist Principal/IS		N/A	N/A
	June 2011-2016	Principal/IS District Administration		\$6,000	Local Funds
	June 2011-2016	Tech. Coordinator		\$5,000	Technology funds
	June 2011-2016	Staff Dev. Coordinator Principal		N/A	N/A
	June 2011-2016	Staff Dev. Coordinator		N/A	N/A
	June 2011-2016	IS/Teachers		\$10,000	Local Funds
	August 2012-2016	Principal, Instructional Specialist, District			

Professional Development Schedule

Professional Development Schedule

Professional Development Schedule

Professional Development Schedule

Professional Development Schedule
Professional Development Schedule

Professional Development Schedule

Professional Development Schedule

Joint meetings between CHS and SIMS teachers; Rising 9th Grade Parent night

Professional Development Schedule
Professional Development Schedule
Data Teams

ACTION PLAN (Student Achievement)**EVALUATION**

STRATEGY: #1.2 Support classroom instruction by providing professional development for teachers and administrators in 9-12

Activity <small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</small>	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	Indicators of Implementation
1.2.1 Maintain (and increase when necessary and/or available) reduction in class size to promote academic success	June 2011-2016	Principal District Administration	\$40,000	Local Funds	Master Schedule
1.2.2 Utilize technology as an instructional tool and resource✓	June 2011-2012	Tech. Coordinator	\$20,000	Technology Funds	Use of technology in classes/use of comp. labs
1.2.3 Examine academic gifted and talented program and modify as necessary✓, addition of AP Biology, trial placement in GT classes AP Chemistry and Biology in 2015-2016	June 2011-2012	G&T Coordinator/IS Teachers	\$2,000	G&T Funds	G&T committee recommendations
1.2.4 Evaluate and expand inclusion model in special education✓	June 2011-2012	Special Ed. Coordinator Teachers	N/A	N/A	Special Ed/Master Schedule
1.2.5 Utilize effective research-based instructional practices daily✓	June 2011-2016	Principal/IS Teachers	N/A	N/A	Classroom observations
1.2.6 Evaluate daily schedule to determine effectiveness and modify as necessary✓	June 2011-2016	Teachers/IS Principal	N/A	N/A	Master schedule analysis/class size/course offerings
1.2.7 Secure planning time for teachers to collaborate within and across grade levels	June 2011-2016	Principal/IS	\$10,000	Local funds	Master schedule
1.2.8 Provide adequate resources for effective instruction✓	June 2011-2016	Principal District Administration	N/A	N/A	Supplies, resources, etc.
1.2.9 Implement Power of ICU	August 2012-2016	Principal, Inst. Specialist	N/A	N/A	Assessment practices

1.2.9 Continue the 9 th /10 th grade academy with multidiscipline teacher	June 2011-2016	Principal/IS Teachers	N/A	N/A	Master Schedule
1.2.10 Expand school-to-work options for all students✓	June 2011-2016	Principal/IS Teachers	N/A	N/A	STW coordinator/CATE teachers implement
1.2.11 Implement writing in all curricula utilizing a common grading rubric✓	June 2011-2012	Principal/Guidance CATE Teachers	\$1,000	STW funds	Inter department meetings/classroom observations
1.2.12 Increase technology availability for students and staff✓	June 2011-2013	Principal	N/A	N/A	District
1.2.13 Research the possibility of adding a full-time technology specialist.	June 2011-2016	District Administration	\$20,000	Technology funds	Current and cont
1.2.14 Continue an after-school tutorial program	June 2011-2012	Principal/IS/MS District Administration	\$50,000	Local funds	Current and cont
1.2.15 Continue a school-wide in-class breakfast program✓	June 2011-2016	Principal/Teachers	\$15,000	Local funds	
1.2.16 Update and expand technology resources as needed/desired✓ new laptops for all teachers	June 2011-2016	Principal/Teachers Cafeteria Manager	N/A	N/A	
1.2.17 Continue a comprehensive guidance program that includes meeting individually with every child each year✓	June 2011-2016	Technology Coordinator, Administration	TBD	TBD	Guidance meeting logs, IGP logs, parent/student meetings, scholarship workshops, FASA workshops, etc.
1.2.18 Continue to utilize mental health counselors as necessary and available✓	June 2011-2016	Principal Guidance Counselors	N/A	N/A	
1.2.19 Provide multiple opportunities for parents to be involved in child's education plan/process✓	June 2011-2016	Guidance Counselors	TBD	Anderson County BOE funds	
1.2.20 Continue Individual Graduation Plans for 9 th graders based on 8 th PASS success in all content areas. ✓ ACT Aspire 2015-16	June 2011-2016	Principal/Teachers Guidance Counselors	\$1,000	Local funds	
1.2.21 Continue implementation of C.A.R.S Model. ✓	June 2011-2016	Guidance Counselors Teachers	\$500	Local funds	Daily use in classes and school
	June 2011-2016	Administration, Teachers, Guidance	TBD	TBD	

SCHOOL RENEWAL PLAN FOR Crescent High School**DATE: March 2010****Performance Goal Area:**

Student Achievement

Teacher/Administrator Quality

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

District Priority

PERFORMANCE GOAL: 2 (desired result of student learning)	A. The number of core academic content teachers who are highly qualified as defined by NCLB in the appropriate content(s) will continue to be 100% by the beginning of the 2010-2011 school year and remain 100% through 2016. B. The percentage of certified staff whose professional development plans, technology proficiency plans, and certificate renewal plans are aligned and merged will continue to be 100% through 2016. C. The percentage of teachers retained annually will increase from 85.6% in 2011 to 88.1% by 2016.				
INTERIM PERFORMANCE GOAL:	A. The number of core content teachers who are highly qualified will be 100% during the 2011-2016 time period. B. The percentage of certified staff who align the three plans will continue to be 100% from 2009-2011. C. The percentage of teachers retained annually will increase from 85.6% in 2009 to 86.6% in 2011.				
DATA SOURCE(S):	Personnel records, Praxis scores, report card				
OVERALL MEASURES:	HQ (A)	Plans (B)	Plans	Tchrs (C)	Tchrs
2011-16 Maintain 100%	11: 100% 12: 100% 13: 100%	14: 100% 15: 100% 16: 100%	11: 100% 12: 100% 13: 100%	11: 86.6% 12: 87.1% 13: 87.6%	88.1% 14: 89.5% 15: 88.6% 16: 89.1%

* Represents projections of improvement

ACTION PLAN (Teacher/Administrator Quality)**EVALUATION**

STRATEGY: 2.1 Provide assistance to teachers to help them become highly qualified and certified.

Activity <small>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</small>	<u>Timeline</u> Start/End Date	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Source</u> <small>(academic assistance, innovation, retraining, categorical funding, etc.)</small>	<u>Indicators of Implementation</u>
2.1.1 Train ADEPT evaluators in SAFE-T✓	June 2011-2012	Superintendent, Staff Dev. Coordinator	\$300	Title Two	Professional Development Schedule
2.1.2 Provide professional development to administrators to recognize teacher certification✓	June 2011-2012	Superintendent, Staff Dev. Coordinator	N/A	N/A	Professional Development Schedule
2.1.3 Counsel teachers regarding appropriate PRAXIS tests for HQ and/or new certification	2011-2016	Superintendent, Staff Dev. Coordinator	N/A	N/A	Professional Development Schedule
2.1.4 Provide reimbursement to teachers who took PRAXIS to become HQ and/or certification	2011-2016	Business Managers	\$2,000	Title Two	Professional Development Schedule

ACTION PLAN (Teacher/Administrator Quality)

EVALUATION

STRATEGY: #2.2 Assist certified staff with aligning professional development, technology proficiency, and certificate renewal plans.

<p>Activity</p> <p>(List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</p>	<p><u>Timeline</u> Start/End Date</p>	<p><u>Person Responsible</u></p>	<p><u>Estimated Cost</u></p>	<p><u>Funding Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)</p>	<p><u>Indicators of Implementation</u></p>
<p>2.2.1 Provide professional development regarding alignment of professional development plans, technology proficiency plans, and certificate renewal plans. ✓</p> <p>2.2.2 Refine/revise district technology proficiency procedures</p> <p>2.2.3 Provide courses/professional development opportunities for certified to renew certification ✓</p> <p>2.2.4 Provide courses/professional development opportunities for certified staff to renew certification ✓</p> <p>2.2.5 Provide technology resources to enable teachers to integrate technology into the total instruction program ✓</p>	<p>2011-2016</p> <p>2011-2016</p> <p>2011-2016</p> <p>2011-2016</p> <p>2011-2016</p>	<p>Staff Dev. Coord., Superintendent</p> <p>Staff Dev. Coord., Tech Coord.</p> <p>Staff Dev. Coord. Tech Coord., Superintendent</p> <p>Staff Dev. Coord., Superintendent Tech. Coord., Superintendent</p>	<p>\$500</p> <p>\$1,000</p> <p>\$5,000</p> <p>\$5,000</p> <p>\$15,000</p>	<p>Technology, Title Two</p> <p>Technology</p> <p>Technology</p> <p>Title Two, Local Funds</p> <p>Technology, Local funds</p>	<p>Professional Development Schedule</p> <p>Professional Development Schedule</p> <p>Professional Development Schedule</p> <p>Professional Development Schedule</p> <p>Technology supplies and equipment</p>

ACTION PLAN (Teacher/Administrator Quality)

EVALUATION

STRATEGY: 2.3 Provide teacher support to encourage retention

<p>Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</p>	<p><u>Timeline</u> Start/End Date</p>	<p><u>Person Responsible</u></p>	<p><u>Estimated Cost</u></p>	<p><u>Funding Source</u> (academic assistance, innovation, retraining, categorical funding, etc.)</p>	<p><u>Indicators of Implementation</u></p>
<p>2.3.1 Recruit effective teachers✓</p>	<p>2011-2016</p>	<p>Principals</p>	<p>N/A</p>	<p>N/A</p>	
<p>2.3.2 Provide support for first-year veteran teachers✓</p>	<p>2011-2016</p>	<p>Principals</p>	<p>N/A</p>	<p>N/A</p>	
<p>2.3.3 Provide induction support (strong mentors, nurturing induction team, induction class meeting at least monthly) ✓</p>	<p>2011-2016</p>	<p>Principals, mentors, Staff Dev. Coord.</p>	<p>\$5,000</p>	<p>SAFE-T, Local</p>	<p>Induction/school admin advice and counsel as needed</p>
<p>2.3.4 Provide support to teachers who need assistance✓</p>	<p>2011-2016</p>	<p>Principals</p>	<p>N/A</p>	<p>N/A</p>	
<p>2.3.5 Create a pleasant working environment✓</p>	<p>2011-2016</p>	<p>Principals/All Admin.</p>	<p>N/A</p>	<p>N/A</p>	<p>Appearance of building, morale, etc.</p>
<p>2.3.6 Commend teachers for jobs well done✓</p>	<p>2011-2016</p>	<p>Principals/All Admin.</p>	<p>N/A</p>	<p>N/A</p>	
<p>2.3.7 Provide sufficient instructional equipment and materials✓</p>	<p>2011-2016</p>	<p>Principals/District Admin.</p>	<p>TBD</p>	<p>TBD</p>	<p>Supplies and resources</p>
<p>2.3.8 Build collegiality✓</p>	<p>2011-2016</p>	<p>Principals/All Admin.</p>	<p>N/A</p>	<p>N/A</p>	
<p>2.3.9 Provide funding for teacher recruitment✓</p>	<p>2011-2016</p>	<p>District Administration</p>	<p>\$2,000</p>	<p>Title Two</p>	<p>District</p>
<p>2.3.10 Provide funding for incentives for teacher recognition✓</p>	<p>2011-2016</p>	<p>Principals/District Admin.</p>	<p>\$4,000</p>	<p>Local Funds</p>	<p>Rewards program through school administration</p>

SCHOOL RENEWAL PLAN FOR Crescent High School
Performance Goal Area:

DATE: March 2010

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

PERFORMANCE GOAL: 3A
 (desired result of student learning)

The student attendance rate will increase from 93.4% in 2009 to 94.8% in 2016.

INTERIM PERFORMANCE GOAL:

The student attendance rate will increase from 93.4% in 2009 to 93.8% in 2011.

DATA SOURCE(S):

Attendance records, district report card

OVERALL MEASURES:

Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
<u>Target</u>	<u>Target:</u> 93.8%	<u>Target:</u> 94.0%	<u>Target:</u> 94.2%	<u>Target:</u> 94.4%	<u>Target:</u> 94.6%	<u>Target:</u> 94.8%
<u>Actual:</u> 93.4%	<u>Actual:</u> 93%	<u>Actual:</u> 93.3%	<u>Actual:</u> 93.4	<u>Actual:</u> 94%	<u>Actual:</u>	<u>Actual:</u>

* Represents projections of improvement

SCHOOL RENEWAL PLAN FOR Crescent High School
Performance Goal Area:

DATE: March 2010

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

PERFORMANCE GOAL: 3B (desired result of student learning)	The teacher attendance rate will increase from 95.7% in 2009 to 97.1% in 2016.						
INTERIM PERFORMANCE GOAL:	The teacher attendance rate will increase from 95.7% in 2009 to 96.1% in 2011.						
DATA SOURCE(S):	Personnel records, district report card						
OVERALL MEASURES:	Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
	<u>Target</u>	<u>Target:</u> 96.1%	<u>Target:</u> 96.3%	<u>Target:</u> 96.5%	<u>Target:</u> 96.7%	<u>Target:</u> 96.9%	<u>Target:</u> 97.1%
	<u>Actual:</u> 95.7%	<u>Actual:</u> 95.8%	<u>Actual:</u> 94.6%	<u>Actual:</u> 95.6	<u>Actual:</u> 96.5	<u>Actual:</u>	<u>Actual:</u>
* Represents projections of improvement							

SCHOOL RENEWAL PLAN FOR Crescent High School
Performance Goal Area:

DATE: March 2010

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

<p>PERFORMANCE GOAL: 3C (desired result of student learning)</p>	<p>The percentage of parents/guardians who report satisfaction with school climate as measured by annual report card surveys will increase from 84.5% in 2009 to 87.5% in 2016.</p>						
<p>INTERIM PERFORMANCE GOAL:</p>	<p>The percentage of parents/guardians who report satisfaction with school climate as measured by annual report card surveys will increase from 84.5% in 2009 to 85.0% in 2011.</p>						
<p>DATA SOURCE(S):</p>	<p>Report card survey, report cards</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>Target</p>	<p>Target: 85.0%</p>	<p>Target: 85.5%</p>	<p>Target: 86.0%</p>	<p>Target: 86.5%</p>	<p>Target: 87.0%</p>	<p>Target: 87.5%</p>
	<p>Actual:</p>	<p>Actual: 83.7%</p>	<p>Actual: 84.3%</p>	<p>Actual: 79.5</p>	<p>Actual: 81.9</p>	<p>Actual:</p>	<p>Actual:</p>

* Represents projections of improvement

SCHOOL RENEWAL PLAN FOR Crescent High School
Performance Goal Area:

DATE: March 2010

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

PERFORMANCE GOAL: 3D
(desired result of student learning)
The percentage of teachers who report satisfaction with school climate as measured by annual report card surveys will increase from 92.0% in 2009 to 99% in 2016.

INTERIM PERFORMANCE GOAL:
The percentage of teachers who report satisfaction with school climate as measured by annual report card surveys will increase from 92.0% in 2009 to 94.0% in 2011.

DATA SOURCE(S):
Report card surveys, report cards

OVERALL MEASURES:	Average Baseline	2011*	2012*	2013*	2014*	2015*	2016*
	Target	Target: 94%	Target: 95%	Target: 96%	Target: 97%	Target: 98%	Target: 99%
	Actual: 92.0%	Actual: 91.2%	Actual: 94.5%	Actual: 100	Actual: 98	Actual:	Actual:

* Represents projections of improvement

ACTION PLAN (School Climate)**EVALUATION****STRATEGY: #3.1 Improve student attendance**

<p>Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)</p>	<p>Timeline Start/End Date</p>	<p>Person Responsible</p>	<p>Estimated Cost</p>	<p>Funding Source (academic assistance, innovation, retraining, categorical funding, etc.)</p>	<p>Indicators of Implementation</p>
<p>3.1.1 Recognize/provide incentives for perfect attendance</p>	<p>2011-2012</p>	<p>Principals</p>	<p>TBD</p>	<p>Local Funds</p>	<p>Rewards program</p>
<p>3.1.2 Establish stronger home/school relations ✓</p>	<p>2011-2012</p>	<p>Principals/All</p>	<p>N/A</p>	<p>N/A</p>	<p>Parent invites for</p>
<p>3.1.3 Research potential solutions for high absenteeism ✓</p>	<p>2011-2012</p>	<p>Administrators, Attendance Clerk, Guidance Counselors</p>	<p>N/A</p>	<p>N/A</p>	<p>volunteers, meetings, etc.</p>
<p>3.1.4 Study discipline procedures to reduce ISS and OSS ✓</p>	<p>2011-2012</p>	<p>Principals, Asst. Princ., GC</p>	<p>N/A</p>	<p>N/A</p>	<p>Committee findings results/research results, etc.</p>
<p>3.1.5 Ensure teachers consistently provide engaging, relevant instruction ✓</p>	<p>2011-2012</p>	<p>Principal</p>	<p>N/A</p>	<p>N/A</p>	<p>Committee findings results/research results, etc.</p>
<p>3.1.6 Continue to utilize nurse and health programs to help students stay healthy ✓</p>	<p>2011-2012</p>	<p>Nurses</p>	<p>\$3,000</p>	<p>Local funds</p>	
<p>3.1.7 Continue attendance intervention plan to include 10th circuit solicitor's office. ✓</p>	<p>2011-2016</p>	<p>Administrators, Attendance Clerk, GC</p>	<p>N/A</p>	<p>N/A</p>	<p>Student attendance improvement</p>

ACTION PLAN (School Climate)					EVALUATION
STRATEGY: #3.2 Improve teacher attendance					
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (academic assistance, innovation, retraining, categorical funding, etc.)	Indicators of Implementation
3.2.1 Recognize/provide incentives for perfect attendance	2011-2012	Principals	TBD	Local Funds	Rewards program
3.2.2 Study personnel leave policy and make revisions as necessary	2011-2012	District Administration	N/A	N/A	District
3.2.3 Continue to support and nurture teachers	2011-2016	Administration	N/A	N/A	Rewards program, advice, counseling, etc.
3.2.4 Provide adequate instructional equipment and materials✓	2011-2016	Principals, District Administration	TBD	TBD	
3.2.5 Form a committee to study problem and offer potential solutions✓	2011-2012	Administration/teachers	N/A	N/A	Committee meeting results, etc.

ACTION PLAN (School Climate)					EVALUATION
STRATEGY: #3.3 Create a more appealing school climate for teachers and parents/guardians					
Activity (List the processes to fully implement the strategy. Include professional development, scientifically based research, academic assistance, innovation initiatives, parent involvement, technology etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (academic assistance, innovation, retraining, categorical funding, etc.)	Indicators of Implementation
3.3.1 Form a committee to study improving school climate (learning environment, social and physical environment, home school relations) for teachers and implement feasible suggestions✓	2011-2012	Principals/district administration	TBD	TBD	Committee meeting results
3.3.2 Form a committee to study improving school climate (learning environment, social and physical environment, home school relations) for parents/guardians and implement feasible suggestions✓	2011-2012	Principals/district administration	TBD	TBD	Committee meeting results

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